



Web-based Testing Manual

Summer 2005

English: Reading

Algebra I

Geometry

Algebra II

Virginia and United States History

World History I

World History II

World Geography

Biology

Earth Science

Chemistry

Virginia Department of Education

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MANUAL OVERVIEW

This manual describes procedures for the online administration of the summer 2005 Standards of Learning (SOL) Web-based Assessments in the subject areas available. **This is a supplement to the current manuals distributed for paper/pencil tests. Where necessary, refer to those manuals for assistance or clarification.** Please refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, available from <http://etest.pearson.com/customers/Virginia/UsersGuide.pdf>, for additional information regarding online testing.

Familiarize yourself with this entire manual; it will be especially relevant if this is the first time your division has participated in online testing. It is imperative that all appropriate testing personnel in your division have had the training (by the Virginia Department of Education (VDOE), Pearson Educational Measurement (PEM), and/or trained personnel in your division) they need to successfully administer online tests (add groups, add students, create test sessions, add students to test sessions, start and stop sessions).

TEST ADMINISTRATIONS

Summer 2005 EOC Administration

Summer 2005 EOC online testing will be available from June 20, 2005 through August 26, 2005. Results from these online tests will be available immediately after a test is submitted. Tests available during the Summer 2005 EOC Administration are:

- English: Reading
- Algebra I
- Geometry
- Algebra II
- Virginia and United States History (2001)
- World History I (2001)
- World History II (2001)
- World Geography (2001)
- Biology
- Earth Science
- Chemistry
- Virginia and United States History (1995)¹
- World History I (1995)¹
- World History II (1995)¹
- World Geography (1995)¹

¹Any students currently enrolled in this course should **not** take the 1995 version of the test.

Summer 2005 EOC Expedited Retake Administration

Summer 2005 EOC Expedited Retake online testing will be available from June 20, 2005 through September 30, 2005. Once your division receives test scores, you have 3 weeks to administer Expedited Retakes online to those students who meet the Expedited Retake criteria. Results from most of these online tests will be available immediately after a test is submitted. Tests available during the Summer 2005 EOC Expedited Retake administration are:

- English: Reading
- Algebra I
- Geometry
- Algebra II
- Virginia and United States History (2001)
- World History I (2001)
- World History II (2001)
- World Geography (2001)
- Biology
- Earth Science
- Chemistry
- Virginia and United States History (1995)¹
- World History I (1995)¹
- World History II (1995)¹
- World Geography (1995)¹

¹Any students currently enrolled in this course should **not** take the 1995 version of the test.

According to the 2000 Standards of Accreditation 8 VAC 20-131-110, the Board will provide opportunities for students who meet criteria adopted by the Board to have an Expedited Retake of an EOC SOL test to earn verified credit.

To be eligible for an Expedited Retake the student must:

- Need the test for verified credit, and
- Have passed the course associated with the test, and
- One of the following:
 - Failed the test by a scale score of 375-399, OR
 - Had extenuating circumstances that would warrant retesting, OR
 - Did not sit for the regularly scheduled test for legitimate reasons.

Students who fulfill these conditions are not required to retest, but should be given the option. Divisions should retest students who meet the criteria for Expedited Retakes as soon as possible after the scores are received. All Expedited Retakes should be completed within four weeks of receiving your student pass/fail reports for the paper/pencil tests and within three weeks of receiving the scores for the online tests.

Students who retake a test under the Expedited Retake provision will receive two score reports for that test—one for the original administration of the test and one for the retake administration. The score from the Expedited Retake administration will count in the school accreditation rating only if the student passes.

ALL students (those who originally tested online or with paper/pencil) who meet the Expedited Retake criteria are eligible for taking the retakes online. The eMeasurement™ system will automatically select the correct form of the test when the Summer 2005 EOC Expedited Retakes administration is selected. Do not be alarmed when the Form or Form Group column on the Session Roster and the Assigned Form Group Type field on the Student Test Details screen read "Main." This indicates that the student is taking the main Expedited Retake form. You can be assured that the student has been assigned the correct form.

Students who did not take an online test during the regular administration will need to be added to a group roster in the hierarchy. In addition, students who took a different EOC online test will need to be added to a group roster under the appropriate subject.

To populate your group, refer to the following procedures under the proper scenario:

- Students who have not taken **any** online tests
 1. Add these students to the appropriate group in the hierarchy by selecting *Add Student* on the roster screen. Refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 3.0, for instructions on adding new students to your hierarchy.
 - Students who already took a different EOC test online
 1. When viewing the roster for the group in which you want add the student, choose the *search* option and type in the student's name and Unique ID.
 2. When the correct student is found, click on the Select box in front of the student's name and choose *Add to Roster*. This student will now appear in the appropriate roster.
- OR**
1. Find the student in the existing group in the hierarchy and use the Copy feature to copy that student into the new group.

Follow normal procedures to create your test sessions. (Refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0, for instructions on creating test sessions.) When

creating test sessions, it is recommended that you include the words “Expedited Retakes” in the test session name (i.e. Block 1 Expedited Retake) to alleviate confusion.

If a student is retaking an SOL Web-based Assessment in the Expedited Retake administration for verified credit, the Retest field must be completed. Once students are placed in an Expedited Retake test session, click on each student’s name to view the Student Test Details screen. Then select the Retest option “Yes”.

Students who are taking an SOL Web-based Assessment during the Expedited Retake administration for the **first** time should **not** have the Retest field completed.

NOTE

All Web-based Assessments administered in the Summer 2005 EOC Expedited Retake administration will automatically be designated as Expedited on reports and in the data file. The Expedited field will **not** be displayed in the online system.

SUMMER 2005 PROCEDURES

With each administration, there are some specific procedures that need to be followed when administering online SOL tests.

Student Data Management

If your division is participating in summer testing, you will notice your division, schools, and subject areas in the organizational hierarchy. Your hierarchy will appear as:

Division

School

Subject

Group

Due to specific data value rules, divisions are **not** permitted to enter or change any information above the group level. If any changes need to be made to the hierarchy, please contact Pearson Educational Measurement (Va_online@pearson.com) to have the hierarchy updated. All high schools, middle schools, and subjects available will appear in the hierarchy regardless of the online testing status.

In the hierarchy, the subjects for high schools this summer will read:

Algebra I

Algebra II

Biology

Chemistry

Earth Science

English: Reading

Geometry

VA & US History (1995)

VA & US History (2001)

World Geography (1995)

World Geography (2001)

World History I (1995)

World History I (2001)

World History II (1995)

World History II (2001)

The students who are taking online tests this summer will need to be added to a group under each of these subjects in the organizational hierarchy. You may have several groups appear under each subject. The groups that appear need to be determined by the division. Divisions preloading the student data using the Student Data Upload file will need to determine the group naming convention prior to submitting the file. Be thoughtful with the group names; these groups will be the lowest level of your hierarchy and used for reporting purposes. For example, if a teacher teaches several sections of the same subject and you would like to generate reports for each section; your naming convention may be "Slate Block 1" within the subject of Algebra I. If you would rather generate a report for all sections belonging to a teacher, your naming convention may be "Slate" within the subject of Algebra I. **Since the spring and summer groups will both be visible in the organizational hierarchy, it is recommended that you include the letters "SU" in your summer groups. This will allow you to easily find groups during the summer when creating sessions and viewing reports.**

NOTE

If your division will use the same group names across different subjects (i.e. "Retesters"), include the subject in the group name to differentiate between the various groups (i.e. "Algebra I Retesters").

If your division is testing via paper/pencil and online, you will want to consider using the same naming convention for both methods so that electronic data can be sorted correctly in your student information system or data disaggregator application.

The student data required for online SOL testing includes the same data that is currently required on the paper answer documents for the paper/pencil SOL testing. There are two options when entering your students into the online system for summer testing. It is recommended that the division use the Student Data Upload process to preload as much information as possible.

Options for entering student data:

1. Export your student data from your student information system and upload the student data as outlined in the Student Data Upload process. If this option is chosen, the groups will automatically be created and the students will be appropriately assigned. (Please see <http://etest.pearson.com/customers/virginia/vasol/resources.htm> for more information about the Student Data Upload process.)
2. Hand-enter your students into the online system. You will add the groups to your hierarchy before entering the student data. Add these students to the group by selecting *Add Student* on the roster screen. (Refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 3.0, for instructions on adding students to a group.)

Test Session Management

Test sessions may be scheduled and created in advance; however, they should not be started until the morning of testing. While you are not bound by the scheduling information entered when creating a test session, it is recommended that the day and time be as accurate as possible. This allows VDOE to more quickly locate the session should questions arise. The test session information including session name, date, time, and duration may be changed/updated up until the session is started.

Be sure to create make-up test sessions and irregularity test sessions in advance for each subject administered. When testing irregularities occur, VDOE may instruct you to move a student to the irregularities session. This irregularity session will never be started.

Test Administrations

Please be sure to choose the correct test administration this summer. Administrations available are:

- Summer 2005 EOC Administration
- Summer 2005 EOC Expedited Retake Administration

It is important that you choose the correct administration to ensure that correct forms are being given. If your division will be administering a combination of paper/pencil and online tests to the same students (i.e. students took the test online first but will take an Expedited Retake using paper/pencil), be sure to check all form numbers to verify that a student does not take the same form twice. If you have any questions about which forms should be administered, please contact a member of the eSOL team or the Division of Assessment and Reporting.

NOTE

If a student is retaking an online EOC test during any summer administration and had previously passed the class but failed the SOL test, **Yes** will need to be selected under Retest on the Student Test Details screen. If the student is retaking an EOC Mathematics test and has participated in a Remediation Recovery program, select **Yes** in the EOC Math Recovery field. (Do **not** select **Yes** under Retest for these Recovery students.)

For example, if John Doe passed his Earth Science course last fall but failed the SOL test administered last fall and is retaking the SOL test during a summer administration, select **Yes** under Retest on the Student Test Details screen. If Jane Doe has participated in a math remediation recovery program and is retaking her Algebra I test, select **Yes** in the EOC Math Recovery field.

SPECIFIC DUTIES OF SCHOOL TEST COORDINATORS

Identify Students to be Tested

The online SOL tests this summer are available for students enrolled in the following specific courses:

- English: Reading (High school English classes which have covered the grades 9-11 English SOLs)
- Algebra I
- Geometry
- Algebra II
- Virginia and United States History (2001)
- World History I (2001)
- World History II (2001)
- World Geography (2001)
- Biology
- Earth Science
- Chemistry
- Virginia and United States History (1995)¹
- World History I (1995)¹
- World History II (1995)¹
- World Geography (1995)¹

¹Any students currently enrolled in this course should **not** take the 1995 version of the test.

The following groups of students may also take the SOL tests:

1. Students in the ninth-grade class of 2000-2001 and below who want to retake an EOC SOL test that they failed. These students do not have to be enrolled in a course to take a test and their participation is optional. These students do not need to be accounted for if they do not take the test.
2. Students who have failed an End-of-Course mathematics test and have participated in remediation recovery programs may retake the SOL test.

Limited English Proficient (LEP) students and students with disabilities who are scheduled to receive credit for a course that has an accompanying EOC test must take the SOL EOC subject test. Similarly, LEP students and students with disabilities who are currently in the eighth grade or enrolled in a Content Specific History course must take the Grade 8 and Content Specific History SOL tests. Determination as to how students with disabilities and LEP students will participate in the SOL tests should be made in accordance with the following guidelines available in the paper/pencil manuals:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments*
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System*

Work with appropriate staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Program (IEP), 504 Management Plan, or *LEP SOL Participation Plan*.

If you have questions about the testing of a particular student, contact the DDOT.

Determine Where Tests Will be Administered

Make arrangements for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lit, and well ventilated. Each student should have enough work surface for scratch paper in addition to the computer workstation. Crowding should be minimized and seating arranged to discourage students from cheating. It may be

helpful to provide blinders (in the form of file folders or tri-fold project display boards) between each computer monitor or alternate the subject area being tested on each computer. In addition, provide Examiners with "TESTING IN PROGRESS: DO NOT DISTURB" signs that may be placed on their doors.

Students who are not in school on the school's established SOL test date(s) must be given an opportunity to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session. It is recommended that the division create make-up test sessions in the online system before testing begins. Doing so will allow you to quickly and easily move an absent student to the make-up session.

Determine the Need for Proctors

Examiners are to discuss the need for Proctors with the STC. The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates an Examiner's ability to monitor and control the testing session. However, if it is necessary to test a large group of students, Examiners need to discuss with the STC the addition of Proctors to the testing session.

Ideally, it is best to have one Examiner supervise the testing of no more than 25–30 students. If the group's size exceeds that, it is recommended to have at least one Proctor at the testing site. A good rule of thumb is to have one Proctor present for every 25–30 **additional** students.

If Proctors are not used, arrange to have another adult within calling distance of each testing session so that an emergency situation, such as a student becoming ill, may be handled with a minimum of disruption.

For some accommodations, Interpreters may be required during the testing session. Interpreters are required when a student's IEP or 504 Management Plan specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. A test administration, which includes the interpretation of test items, must be proctored.

Make sure that all persons in the school who will have access to or assist with the administration of the online SOL tests have read the *Test Security Guidelines* and signed the *Test Security Agreement* **before** they administer any online tests. This security agreement requires that persons involved in test administration exercise the necessary precautions to ensure the security of content and all test materials.

Monitor the Test Administration

Monitor the administration of the SOL tests as they are being conducted in your school. STCs may view the status of each test session and student through the online system. Refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0, for directions on viewing existing sessions. Be actively involved in the test administration by carefully supervising the procedures described in this manual. Be available to answer questions and deal with problems as they arise.

Inspect Student Data

Before the DDOT submits the *Authorization to Proceed* (ATP), make sure that all student demographic data (via Student Data Management) and test specific data (via Test Session Management) has been inspected. Perform spot checks of student records to ensure that all appropriate identification information has been provided.

- After all make-up testing is completed, STCs must be sure that any student currently enrolled in a course requiring an SOL test is accounted for in the online system. Refer to the Mark Test Complete process for any students need to be accounted for but did not log in to or complete an online test.

- Verify that all applicable information in Student Data and Session Management has been entered for each student who has completed an online SOL test.
- Verify that the accommodations available on the Student Test Details screen have been accurately completed for students who took the test with an accommodation.

Dispose of Test Materials

Follow your DDOT's instructions regarding the disposition of the following materials:

- *Web-based Testing Manual* and *Web-based Test Directions*
- test tickets
- scratch paper
- Periodic Table of Elements (must be checked for notes; may keep if clean)
- formula sheets (must be checked for notes; may keep if clean)

SPECIFIC DUTIES OF EXAMINERS

Read All Materials

Examiners are to carefully read relevant sections of this manual, the students' IEPs, 504 management plans, and *LEP SOL Participation Plans* (if applicable) and any local directions. The School Test Coordinator (STC) will provide Examiners with local instructions about specific aspects of administering the online tests in the school division. Sign-in and sign-out procedures and security forms must be used.

Become Familiar with Special Accommodations

Prior to testing, Examiners should become familiar with special accommodations specified in students' IEPs, 504 Management Plans, or *LEP SOL Participation Plans* and coordinate with the STC how accommodations will be met. Examiners should also be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the *Examiner's Manual* (for paper testing), *Guidelines for the Participation of Students with Disabilities*.

Before testing begins, Examiners should resolve any questions with the STC, IEP Case Manager, or 504 Coordinator. Examiners and STCs verify that any materials and supplies required for accommodations will be available on testing dates.

Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened pencils and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in the content area.

Examiners may also inform students of testing accommodations that they will be provided during the test.

Establish the Test Setting

In conjunction with the STC, Examiners must arrange for appropriate physical conditions for testing. In arranging for an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Testing rooms should be quiet, well lit, and well ventilated. Each student should have enough work surface for scratch paper, appropriate manipulatives, and any materials or supplies required for accommodations in addition to the computer workstation. Crowding should be minimized and seating arranged to discourage students from cheating. It may be helpful to provide blinders (in the form of file folders or tri-fold project display boards) between each computer monitor or alternate the subject area being tested on each computer. In addition, it is helpful to place the "TESTING IN PROGRESS: DO NOT DISTURB" signs on the doors.

Before testing, remove from the testing site all curricular materials that might influence student performance. These include charts, chalkboard displays, and bulletin board displays of materials related to test content.

If a student does briefly leave the testing site during testing, be sure to cover the computer monitor in some way (i.e. tape a piece of paper on the monitor) or turn off the monitor to prevent other students from viewing the item on the screen. Students who do briefly leave the testing site must be monitored by an adult and are not allowed to discuss the test with anyone or have access to educational materials.

Determine the Need for Proctors

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates an Examiner's ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with the STC the addition of Proctors to the testing session.

Ideally, it is best to have one Examiner supervise the testing of no more than 25–30 students. If the group's size exceeds that, it is recommended to have at least one Proctor at the testing site. A good rule of thumb is to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of the group, if there is only one Examiner supervising the testing session, arrange with the STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with a minimum of disruption.

Organizing and Returning Materials

Test tickets, scratch paper, and any other secure materials must be returned to the STC as soon as possible after the end of the testing session, **but no later than the end of the same school day on which the test was administered**. If it is impossible for Examiners to return test materials immediately at the end of the testing session, they must be secured in a location that is inaccessible to students and the STC must be advised of the situation. Remember that arrangements must be made to return test materials to the STC before the end of the day. When the materials are returned to the STC, the STC must initial the ***SOL Examiner's Test Ticket Transmittal Form/Affidavit*** verifying that all materials were returned.

GENERAL INSTRUCTIONS FOR ADMINISTERING ONLINE TESTS

The general instructions that follow include important steps that are necessary to administer the online tests. The Division Director of Testing (DDOT) should determine who will be responsible for activities listed below.

Prior to the test administration you should go to <http://etest.pearson.com/customers/Virginia/index.htm> and login using the Login ID and Password provided to you by your School Test Coordinator (STC). The first time you use the newly assigned Login ID and Password, you will be required to read and accept the *Test Security Guidelines*. After doing so, a "printable" version of the security guidelines will appear complete with signature lines. You may print and sign this version or copy and sign the test security guidelines included in this manual.

On the morning of testing, Examiners will need to receive all materials needed to administer the online SOL tests. The STC should provide Examiners with:

- Student Authorization tickets
- Proctor Authorization ticket (if Read-Aloud session)
- Test Session Roster (optional)
- Appropriate test manipulatives

Prior to the students arriving, the STC should locate and start the test sessions that are scheduled for the day. Follow the steps below to locate and start the test sessions:

1. Go to the Virginia Home Page (<http://etest.pearson.com/customers/virginia/>).
2. Click on *Virginia SOL Web-based Assessments Program*.
3. Click on *Session Management*.
4. Click on the *View or Maintain an Existing Session*.
5. Login with your Login ID and Password.
6. Select the appropriate administration from the drop-down window labeled Test Administration.
7. Select the appropriate school or group from the School drop-down window.
8. Select "All tests for the administration" from the drop-down window labeled Test To Be Administered.
9. Select "Not Started and Started" from the drop-down window labeled View Session With Status.
10. From the list of sessions that appear, click on a session name scheduled for the day.
11. Click on the *Start* button in the lower right-hand corner of the Session Roster to activate the Student Authorization tickets (test tickets).
12. A message will prompt you that you have requested to start the session; click the *OK* button.
13. A subsequent message will prompt that you have started the session; click the *OK* button.
14. Click on *List* (next to Session Name) to view the Session List.
15. Repeat steps 9–14 until all sessions scheduled for the day have been started.

You can monitor the progress of all students assigned to a test session via the Session Roster. The color-coded boxes in the *Status* column in front of each student's name indicate the student's real-time test status:

<i>Status Color (Note)</i>	<i>Student Testing Status</i>
White (Not Started)	The student has not yet started taking the test.
Green (Started)	The student has started taking the test.
Yellow (Resume)	The student exited the test and has been authorized to resume the test.
Orange (Exited)	The student exited TestNav and needs to be resumed before completing the test.
Red (Stopped)	The student has submitted the answers to be scored.

Be sure to click the *Restore* button (bottom left-hand side of the Session Roster) frequently while viewing sessions. This button will update the students' status. Do **not** use the F5 button on your keyboard to refresh your screen.

As students begin to login and start the test, the Student Status will turn green. As students complete their test, the Student Status will turn red; a red status cannot be restarted. If a student exits TestNav (either inadvertently or purposefully) before completing the test, the Student Status will turn orange.

If a student exits their test without completing it, their login information will need to be re-activated. To do this, open the Session Roster. Click the *Resume* button in the Resume column next to the exited student's name on the Session Roster. The student's status will change to yellow indicating that the student's test can begin again. The student should log back in to TestNav using the original test ticket. When re-entering the system, the student should be taken back to within the last two questions answered.

However, if a student loses connection and is still showing as *Started*, but they are no longer in the test (for example, the computer powered down unexpectedly), go to the Session Roster and click the *Resume* button next to the exited student's name. Please do not click that button until it has been confirmed that the student is NO LONGER in the test.

All directions in the Test Directions Manual that Examiners must read aloud to the students are in **bold type** so that they stand out from the rest of the text. They must be read **exactly as they are written**, using a natural tone and manner.

If a mistake is made in reading a direction, the Examiner should stop and say, **"No that is wrong. I must re-read it to you. Listen again."** Then read the direction through again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best.

The online tests are divided into sections. The directions and sample item(s) are in Section 1 of all online tests. The English: Reading test will also have a section for each reading passage and its associated questions.

If the sample question is not answered, the summary screen that is displayed when a student *submits* the test will indicate that one question is unanswered. To navigate between the sections, click on the *Go to...* button on the dashboard. This button will take the student to the Item Review screen. The sections are designated in the upper right-hand corner of the screen and appear as black diamonds. The diamond for the section the student is currently in will be blue. Students may click on the diamond with a "1" to return to the directions and sample question.

If a student asks a question during the test, be very careful when answering. If the student's question refers to the mechanics of testing, such as how to navigate to the next question, it can be answered. If the question refers to a particular item, the student should be told, "Read it carefully and do just what it says." Help must not be given on specific items, and no cues should be given about the correctness of a student's answer to a particular item.

Test questions may **not** be read to students unless specified by their IEPs, 504 Management Plans, or *LEP SOL Participation Plan*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

During the test administration, Examiners should monitor the testing process by moving as unobtrusively as possible about the room. While moving about the room, they need to check that students are selecting their answers properly.

Have extra pencils, erasers, and scratch paper available in an accessible place.

Examiners should focus their attention on monitoring the testing process during the test administration and should not spend time reviewing test items.

SUMMER 2005 CHECKLIST

This checklist is provided to assist your division with planning for online testing. Unless otherwise noted, the procedures in this checklist refer to the Virginia SOL Web-based Assessments Program (the location for "live" SOL testing) for the Summer 2005 EOC Administration. The procedures noted by "**ER**" refer to the Summer 2005 EOC Expedited Retake Administration. Please refer to information provided in this manual for information about the procedures mentioned below.

Complete?	Procedure	Deadline
	DDOT submits Summer 2005 Online Testing Participation survey.	June 17, 2005
	DDOT reviews Division Confirmation Report and verifies all information (i.e. test window dates, subjects, enrollments, etc). Any changes/updates must be provided to VDOE as soon as possible.	Continuously until testing begins
	If division did not administer online tests in the spring, DDOT receives Login ID (esol<div num>) and Password for Virginia SOL Web-based Assessments Program (http://etest.pearson.com/customers/Virginia/vasol/index.htm). If division administered online tests in the spring, the Login ID and Password for summer will be the same. DDOT will be given all Student Data Management, Test Session Management (except the Get Authorizations and Get Proctor Authorization Ticketrights), and Reporting rights.	Week of June 20, 2005
	Project Manager or designated personnel ensure that the current version of the test delivery application, TestNav™ (4.13) is installed on all workstations identified for online testing.	At least 4 weeks before test window start date
	DDOT and Project Manager determine division's online test schedule (number of concurrent tests, number of sessions each day, number of available labs/computers, etc.) based on number of students testing and School Readiness Certification results.	At least 4 weeks before test window start date
	Project Manager tests infrastructure either with the eMeasurement Services Infrastructure Assessment or by simulating a testing environment using the Training Test. If network performance problems occur, contact VDOE as soon as possible.	At least 4 weeks before test window start date
	Division submits School Readiness Certification to VDOE (if not currently on file) for any school participating in online testing.	At least 3 weeks before test window start date
	DDOT or designated personnel trains STCs and/or Examiners using the Virginia SOL Web-based Assessments Program Training Center (http://etest.pearson.com/customers/virginia/vasoltrng/index.htm). The Login ID (train<div num>) and Password (training) may be used by all staff in the division. Please review the online manuals (http://www.pen.k12.va.us/VDOE/Assessment/OnlineTesting/index.htm) during training. In addition, the Training Workbook may be used as a resource (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf).	At least 3 weeks before test window start date
	Division uploads student data via the Student Data Upload process (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/massloadtemp.xls) in to the online system or hand-enters students in the eMeasurement™ administrative component.	At least 2 weeks before test window start date
	DDOT distributes Login Ids and Passwords to STC for Virginia SOL Web-based Assessments Program. STC may be given all Student Data Management , Test Session Managementrights (except Get Authorizations, Get Proctor Authorization Ticket, and Assign Alternate Form Groups), and Reporting rights at this time. Refer to the User Profiles located in the Web-based Testing Manual for authorized STC rights.	After STC has been trained or at least 2 weeks before test window start date

Complete?	Procedure	Deadline
	DDOT or STC ¹ distributes Login Ids and Passwords to Examiners (if needed) for Virginia SOL Web-based Assessments Program. Examiners should only be given the "Edit Student" right within Student Data Management at this time. Refer to the User Profiles located in the Web-based Testing Manual for authorized Examiner rights.	After Examiners have been trained or at least 2 weeks before test window start date
	DDOT receives Get Authorizations and Get Proctor Authorization Ticket rights from VDOE.	2 weeks before test window start date
	DDOT (or STC) and Project Manager identify the workstations to be used for administering the audio online test and verify the workstations' requirements and the installation of TestNav™ (4.13). Because Proctor Caching must be used when administering online audio tests, those workstations must be configured to retrieve the test content from the Proctor Caching workstation (http://etest.pearson.com/ProctorCachingUsersGuide.pdf). In addition, headphones may be necessary for students taking the audio online test.	2 weeks before test window start date
	Division trains students to use TestNav™ using the Training Test. Students requiring an audio accommodation should be trained using the Audio Form in the Training Center (http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/AudioTrainingTest.pdf). Proctor Caching (http://etest.pearson.com/ProctorCachingUsersGuide.pdf) must be used for the audio online test.	At least 1 week before test window start date
	DDOT or STC schedules school online test sessions. Choose the appropriate administration when creating test sessions to ensure that the correct form is administered to your students. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be easily moved. (Please notify PEM HelpDesk at 1-888-597-1103 immediately if any testing after 5:00 PM will be conducted in your division's schools.)	At least 1 week before test window start date
	DDOT collects signed Test Security Guidelines from STCs, Examiners, Proctors, etc. for the Virginia SOL Web-based Assessments Program. Users may print and sign the Test Security Guidelines that appear on the computer when initially logging in or copy and sign the guidelines in the online manuals.	NO LATER THAN 1 week before test window start date
	DDOT gives STC Get Authorizations and Get Proctor Authorization Ticket rights.	4 days before test window start date
	DDOT completes the 96-Hour Checklist with the Project Manager.	4 days before test window start date
	STC prints Student Authorization tickets and Proctor Authorization tickets (if needed for Read-Aloud sessions) and secures until day of testing.	4 days before test window start date
	DDOT or STC ¹ removes the Edit Student right within Student Data Management from and grants the Edit Sessions and Create/Edit Read Aloud Sessions rights within Test Session Management to Examiners (if needed).	NO EARLIER THAN test window start date
	All audio online tests are pre-cached using Proctor Caching. If Proctor Caching is being used for tests other than the audio online test, all test forms to be administered must be pre-cached.	NO EARLIER THAN test window start date
	DDOT or STC starts test sessions.	NO EARLIER THAN the morning of the test session

Complete?	Procedure	Deadline
	DDOT or STC stops Read-Aloud test sessions.	NO LATER THAN the end of the test session
	DDOT or STC stops non Read-Aloud test sessions.	NO LATER THAN the end of the day the test session began
	All test forms (audio or otherwise) that were pre-cached are to be purged from the Proctor Caching server.	NO LATER THAN test window end date
	STC or Examiner enters all test specific information for students when applicable (test accommodations, EOC Math Recovery, Retest, etc.).	NO LATER THAN test window end date
	STC ensures that all students currently enrolled in a course requiring an SOL test are accounted for in the online system. Refer to the Mark Test Complete Guidelines located in the online manual.	NO LATER THAN test window end date
	DDOT or STC removes the Edit Sessions and Create/Edit Read Aloud Sessions rights within Test Session Management from Examiners.	NO LATER THAN test window end date
	DDOT removes the Get Authorizations and Get Proctor Authorization Ticketrights within Test Session Management from STCs.	NO LATER THAN test window end date
	DDOT or STC views the Online Student Data Alerts report from the Summer 2005 EOC Administration and addresses alerts identified. DDOT must resolve alerts or notify STC to do so.	Before printing reports and submitting your division's ATP ³
	DDOT or STC finalizes student demographics and test specific information from the Summer 2005 EOC Administration. Be sure that the RETEST value is selected on the Student Test Details screen for <i>every</i> student who was retaking the test for verified credit in the Summer 2005 EOC Administration.	Before printing reports and submitting your division's ATP ³
	DDOT or STC prints Student Performance Reports and Report to Parents from the Summer 2005 EOC Administration. The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents from the Summer 2005 EOC Administration as PDF files and stores in a secure location. ²	After alerts and data have been finalized, before test administration online data is archived
	DDOT and/or STC determines students eligible for expedited retakes.	After test window end date and NO LATER THAN September 30, 2005

Complete?	Procedure	Deadline
	ER -If division is participating in online expedited retakes, DDOT or STC schedules online expedited retakes test sessions in the Summer 2005 EOC Expedited Retake Administration. Be sure to create an <i>Irregularity</i> session for each subject administered. Make-up test sessions may be created in advance so that absent students may be moved easily. Refer to the online test forms available for Expedited Retakes in the online manual.	Within 3 weeks of receiving scores and NO LATER THAN September 30, 2005
	ER -DDOT reinstates the Get Authorizations and Get Proctor Authorization Ticket rights within Test Session Management to STCs.	Before online expedited retakes testing begins
	ER -DDOT or STC ¹ reinstates the Edit Sessions and Create/Edit Read Aloud Sessions rights within Test Session Management to Examiners (if needed).	Before online expedited retakes testing begins
	ER -Division administers expedited retakes in the Summer 2005 EOC Expedited Retake Administration to students meeting the criteria. Follow same testing procedures listed above for the other administrations.	Within 3 weeks of receiving scores and NO LATER THAN September 30, 2005
	ER -DDOT or STC ¹ removes the Edit Sessions and Create/Edit Read Aloud Sessions rights within Test Session Management from Examiners (if needed). DDOT and/or Project Manager verify that any test forms administered via Proctor Caching have been purged from the Proctor Caching servers.	After online expedited retakes testing ends
	ER -DDOT removes the Get Authorizations and Get Proctor Authorization Ticket rights within Test Session Management from STCs.	After online expedited retakes testing ends
	ER -DDOT or STC views the Online Student Data Alerts report for the Summer 2005 Expedited Retake Administration and addresses alerts identified. DDOT must resolve alerts or notify STC to do so. ²	Before printing reports and submitting your division's ATP ³ and NO LATER THAN October 14, 2005
	ER -DDOT or STC finalizes student demographics and test specific information for expedited retakes. Be sure that the RETEST value is selected on the Student Test Details screen for every student who was retaking the test for verified credit in the Summer 2005 EOC Expedited Retake Administration.	Before printing reports and submitting your division's ATP ³ and NO LATER THAN October 14, 2005
	ER -DDOT or STC prints Student Performance Reports and Report to Parents from the Summer 2005 EOC Expedited Retake Administration. The Information Statement for Report to Parents may be printed or copied on the back of all Report to Parents. ²	After alerts and data have been finalized, before test administration online data is archived (October 14, 2005)
	ER -DDOT or STC saves (on disk or CD ROM) Student Performance Reports and Report to Parents from the Summer 2005 EOC Expedited Retake Administration as PDF files and stores in a secure location. ²	After alerts and data have been finalized, before test administration online data is archived (October 14, 2005)
	DDOT submits Authorizations to Proceed (ATP) ³ after reviewing all paper/pencil and online records including those from expedited retakes.	NO LATER THAN October 28, 2005

Complete?	Procedure	Deadline
	DDOT removes all Student Data Management and Test Session Management rights from STCs.	After division submits ATP ³ and NO LATER THAN October 14, 2005
	DDOT downloads the Electronic Online Student Data File from Virginia SOL Web-based Assessments Program. A separate file will need to be requested for each administration (Summer 2005 EOC Administration and Summer 2005 EOC Expedited Retake Administration).	After division submits ATP ³ and NO LATER THAN October 14, 2005
	VDOE removes Student Data Management and Test Session Management rights from DDOT. (Reporting authority will remain until the data from the testing administration has been archived.)	After division submits ATP ³ and NO LATER THAN October 14, 2005

¹ DDOT may direct the STC to manage the rights of the Examiners in their respective schools. Your division may decide NOT to create Examiners as users in the online system.

² All tests administered in the summer administrations are previously equated forms. Scores for these forms will be accessible immediately after a student has submitted their test for scoring.

³ The Authorizations to Proceed (ATP) are documents sent to you from Harcourt with your Phase 1 paper/pencil reports. Copies of these forms are also available in the SOL Web-based Testing Manual. These documents should only be submitted to VDOE when all records (paper/pencil and online including Expedited Retakes) have been reviewed and updated. Once your division's ATPs are sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change.

PERSONNEL AND STUDENT TRAINING

School Test Coordinator Training

Training that highlights responsibilities during online test administrations, reviews local instructions, and stresses security procedures shall be provided for the STCs (or other designated testing coordinators). The following topics should be addressed in your training:

- responsibilities of STCs and Examiners
- testing schedules, including make-up sessions
- creating, starting, and stopping test sessions
- adding test-specific data
- marking tests complete to account for students
- resuming exited students
- Early Warning System procedures
- accounting for all students currently enrolled in a course requiring a SOL test
- removing authorizations from users at the appropriate times
- security requirements, including use of the *Test Security Agreement*
- guidelines for participation of Limited English Proficient (LEP) students and students with disabilities
- arranging for testing sites
- handling testing irregularities

Examiner Training

Training shall be provided to Examiners so that they can successfully conduct the SOL online test administration. When training the Examiners, be sure to cover the following topics:

- responsibilities of Examiners
- security requirements
- test schedule
- use of TestNav™ application
- Early Warning System procedures
- preparing students for testing
- appropriate room/lab preparation
- providing accommodations for students
- use of test manipulatives
- entering student data into the online system (if necessary)
- conducting SOL testing under standardized conditions using the *Web-based Test Directions* manual
- monitoring students during testing
- use of classroom Proctors and/or Interpreters (if necessary)
- identifying and reporting testing irregularities
- handling emergencies
- procedures for students not tested
- returning of test tickets after testing

Examiners may review the *Web-based Test Directions* manual prior to the day of testing. STCs may wish to collect the *Web-based Test Directions* manual after training and then redistribute them on the day of testing to ensure that all Examiners have a copy for test administration.

The responsibilities assigned to Examiners for online testing are left to the discretion of each division. In some divisions, Examiners may only be responsible for monitoring test sessions and notifying the School Test

Coordinator (STC) of absences or exited students. If this represents the model your division will follow, the training of Examiners for online testing need only consist of using the TestNav™ application via a training test and the Early Warning System. If your Examiners will be involved with entering/editing student data or creating/editing test sessions, you will need to provide the additional training. It is recommended that the Examiners in this case become familiar with the exercises in the *Training Workbook for Virginia Standards of Learning Web-based Assessments* (<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf>) provided by VDOE.

Student Training

There is an EOC and middle school training test that is available in the eSOL Training Center for students who will be participating in online testing this summer. The training test will give the students an opportunity to practice navigating through the test and become familiar with the tools and buttons within the test delivery application, TestNav™. The training tests are NOT scored and will not affect the graduation status of any student. To administer the training test to students, follow the procedures in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* (<http://etest.pearson.com/customers/Virginia/UsersGuide.pdf>) to create groups, students, and sessions in the Virginia Training Center portion of the online system. In addition, Steps for Administering the Training Test can be found on the following pages.

The Middle School Assessment Training Tool (MSATT) is available as an additional resource for middle school students who will be taking an online test this summer. The MSATT is a stand-alone program that will simulate (without using an Internet connection) a web-based field test via the TestNav™ application using Grade 5 released SOL test items. The MSATT application may be downloaded and installed to each computer (Windows or Macintosh) or a server within your LAN/WAN environment. Students can practice using the online tools that are available on the reading and math tests including the protractor, straightedge, ruler, highlighter, eraser, and choice eliminator. No Login ID or Password is required to access the MSATT.

A TestNav™ tutorial is available for students to view prior to using the TestNav™ test delivery system. This tutorial displays the tools and navigation buttons available in the testing system. It will provide a solid overview of the TestNav™ test delivery system. The tutorial can be accessed (<http://etest.pearson.com/customers/Virginia/vasoltresources.htm>) at any time. No Login ID or Password is required; the application stands alone and does not require Internet access.

eTools™ Live (available at <http://etest.pearson.com/customers/Virginia/vasol/resources.htm>) is intended to let students practice using the different eTools available on their respective Virginia SOL Web-based Assessments. Students may use this application to practice using the highlighter, eraser, choice eliminator, four-function calculator, Periodic Table of Elements, compass, straightedge, and ruler. No Login ID or Password is required; the application stands alone and does not require Internet access. The questions are not scored or reported—they are NOT Virginia SOL test items.

Finally, electronic Practice Assessment Tools (ePAT) are available for preparing students for online testing. Each ePAT application is a stand-alone program that will simulate (without using an Internet connection) a SOL Web-based Assessment via the TestNav™ application using released SOL test items. Except for the process of entering appropriate authentication information (login ID, password, test code), the student will experience the ePAT application in much the same way as a SOL Web-based Assessment. The ePAT applications may be accessed by visiting the Virginia home page (<http://etest.pearson.com/customers/Virginia/>) or the ePAT home page (http://etest.pearson.com/customers/Virginia/pat_home.htm).

Steps for Administering the Training Test

In order to quickly get students registered to take the training test, you may follow these steps from the eSOL Training Center home page (<http://etest.pearson.com/customers/Virginia/vasoltrng/index.htm>).

Add Generic Students to Training Center

- 1) Open your Internet browser and type the following URL to access the Virginia Homepage (<http://etest.pearson.com/customers/Virginia/vasoltrng/index.htm>).
- 2) Click on the eSOL Training Center link.
- 3) Click on the Student Data link.
- 4) Click on View or Maintain the Organizational Group Data on the menu that appears.
- 5) Enter your Login ID and Password when prompted.
- 6) Click on the "+" in front of a school in the Organizational Hierarchy section.
- 7) Click on the name of a subject. Notice when the subject is selected, the Add A New Group section appears on the bottom right side of the screen.
- 8) In the New Group Name field, enter the teacher name and section reference if necessary (i.e. Smith Section 1). Note: Group Name can be a maximum of 25 characters.
- 9) In the New Group Code field, enter code associated with the group (i.e. course/section code).
- 10) Click the Apply button.
- 11) When the verification screen appears, click OK. You will notice your group has been added to the Organizational Hierarchy and is highlighted.
- 12) Click the Setup Student Registration button.
- 13) In the Create Registrations screen, enter the number of new students you want to train on TestNav in the Number of students to register field. You may add up to 99 students at a time.
- 14) Click the Create Registrations and Download PDF Report button to print the student Registration Letters. (Adobe Acrobat Reader is needed to view the Registration Letters. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.)
- 15) When prompted, enter your Login ID and Password.
- 16) When the Adobe Acrobat Reader screen appears on your computer, close the screen by clicking on the "X" in the upper right-hand corner. You do not need to print these registration letters.
- 17) When you close this screen, your group roster will show generic students with the name "NEW STUDENT" and a computer-generated Unique ID number. You will not need to enter any additional information for the students.

Set Up Training Test Session

- 18) Click the Create Session button at the bottom of the screen.
- 19) Select the appropriate Test Administration from the drop-down menu.
- 20) Select the Test to be Administered from the drop-down menu.
- 21) Enter a descriptive Session Name so that you or someone else will recognize this session on the day of training. Begin the Session Name with your school's initials.
- 22) Enter the Scheduled Start Date (you can select the date by clicking on it in the calendar).
- 23) Enter the Scheduled Start Time.
- 24) Enter the Estimated Duration.
- 25) Enter a room number or location in the Location/Room field (optional).
- 26) Click the Next button.
- 27) On the Add/Remove Students to Session screen, click on the Add All button so all of the students will be moved to the Students Assigned box.
- 28) Click the Next button to add the selected students and view the Session Roster screen. All students added should appear in the session roster.

- 29) Click the Get Authorizations button to print the Student Authorization tickets that contain students' generic user names and passwords for the training test. (Adobe Acrobat Reader is needed to view and print Student Authorization tickets. Adobe Acrobat Reader can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>).
- 30) After printing the test tickets, click the "X" in the upper right-hand corner of the Adobe Acrobat Reader screen.
- 31) Click the Start button on the bottom right side of the screen.
- 32) Click OK on each of the two verification screens that appear.

Your training test session is now ready. The students may launch TestNav and log in to the training test using the test tickets printed in Step 29.

SCHEDULE TEST SESSIONS

All test sessions for the school division must be scheduled within the dates for the respective summer administration. Test sessions for the regular Summer 2005 EOC Administration must be scheduled within the division's online testing window established by the DDOT. Each school's testing dates and time for each subject must be on file with the DDOT. **If a change to testing dates or times occurs, the DDOT must be notified immediately.**

DDOTs and Project Managers need to work together to determine the online test schedule. Some things to consider include the number of concurrent tests your network can successfully manage, the number of online test sessions your schools will offer each day, the number of available labs/computers, etc. The number of students participating in online testing as well as the results of your Stage II Certification will assist you in determining the online testing schedule.

NOTE

The eMeasurement™ Services system will NOT be available from 9:00 PM Tuesdays-6:00 AM Wednesdays and 9:00 PM Thursdays-6:00 AM Fridays for system maintenance and scheduled upgrades. Please take these weekly downtimes into consideration to avoid scheduling conflicts. If the system must be taken off-line at times other than those listed above, Pearson Educational Measurement will notify all school divisions participating in online testing.

STCs must set the specific testing and make-up session schedules in their respective schools. STCs must also inform the students of test dates. STCs will not be given access to Get Authorizations (the ability to print student test tickets) and Get Proctor Authorization Ticket rights (the ability to print Examiner Read-Aloud test tickets) until 4 days prior to testing. However, test sessions may be created as soon as the student data is loaded into the system.

Make-up sessions are to be completed according to the division's own make-up testing schedule **as long as the schedule affords each student an adequate opportunity to take missed tests on a make-up basis.** Students who are absent or miss a regular test session must be provided with an opportunity to take, on a make-up basis, the test(s) they missed. For make-up sessions, students will take the same test form taken by other students on the regular testing date(s). Please refer to your eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* (<http://etest.pearson.com/customers/Virginia/UsersGuide.pdf>), Section 4.0, for instructions.

Students who are absent must be removed/moved from the testing session before that session can be stopped. **It is recommended that online make-up test sessions be created before testing begins in your school.** Therefore, students who are absent for a test session can be moved directly into one of the previously created make-up sessions. Incorporate sufficient time into the scheduled make-up sessions in order to complete all testing before the end of the testing window established by the division.

In scheduling the testing sessions, take into consideration that the SOL assessments are untimed tests. Approximately 75 minutes per test is expected to be a typical testing time. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each test during a given day.

Though the Standards of Learning Assessments are untimed, each test is to be completed in one school day. Additionally, **students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials.** If a student does briefly leave the testing site during testing, be sure to cover the computer

monitor in some way (i.e. tape a piece of paper on the monitor) or turn off the monitor to prevent other students from viewing the item on the screen. Testing sessions must be scheduled so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

All online Read-Aloud test sessions must be stopped at the end of the session and all non Read-Aloud test sessions must be stopped by the end of the school day. In order to do so, all students must show a "Stopped" (red) status on the [Session Roster](#). Any students with a "Not Started", "Exited", or "Resume" status must be removed/moved to a make-up or irregularity session before stopping the test session.

Prior to the first date of testing, develop a plan to accommodate situations in which "allocated" time has elapsed, but students have not yet completed the test. For example, these students could be moved to an alternate location equipped with computer workstations such as a library or available computer lab so that they can finish the test.

If students are moved to an alternate testing site to complete their tests, their Student Authorization tickets (test tickets) must be collected by the Examiner or Proctor prior to the move and redistributed only after the students are settled in the new location. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials. Be sure that the alternate computers to be used during testing meet the minimum requirements as stated in the Architectural Guidelines (<http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/archguide.pdf>).

NOTE

If students must be moved to an alternate location to complete their tests, their online test must be **exited** prior to being moved to the new location. Before the student can login (using the same authentication information found on test ticket) to complete their test, the student's test must be **resumed** in Test Session Management (see the eMeasurement™ *Services User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0).

The administration of SOL tests must take precedence over other scheduled school activities. Testing sessions should not be interrupted by fire drills or other school functions. If testing must be delayed or interrupted by inclement weather or some other emergency, the DDOT must assist the STCs with revising the schedule.

DDOTs have provided VDOE with the division's testing window. Please refer to the Division Confirmation Report for the testing window dates provided. If there are any changes to the information on the Division Confirmation Report, please contact Ellen Guidry (804-225-4386, Ellen.Guidry@doe.virginia.gov) immediately.

REVIEW PROCEDURES FOR ENSURING TEST SECURITY

Test Security Guidelines

All persons in the division who will have access to or assist with the administration of the online or paper SOL tests must read the *Test Security Guidelines* and sign the *Test Security Agreement* before they administer any tests. This security agreement requires that persons involved in the test administration exercise the necessary precautions to ensure the security of content and all test materials. **This agreement must be completed and forwarded to the DDOT before given access to the eMeasurement™ online system and/or administering any online or paper tests.**

Test Security Guidelines and the *Test Security Agreement* are available on the following pages. In addition, when a user initially logs in to the Virginia Standards of Learning Web-based Assessments website (<http://etest.pearson.com/customers/Virginia/vasol/index.htm>), he/she will be prompted to read and accept the *Test Security Guidelines*. After doing so, a "printable" version of the security guidelines will appear including signature lines. The user is to print and sign this version. Some divisions do not set up the Examiners and Proctors as users on the online testing system. Therefore, they would never log in to the system to view the *Test Security Guidelines* mentioned above. In this case, a copied version of the *Test Security Agreement* and *Test Security Guidelines* on the following pages should be made available for the Examiners and/or Proctors to sign.

Divisions may make as many copies of the security agreement as necessary. Do not use file photocopies of previously signed security agreements from past administrations. Signed forms should be forwarded to the DDOT.

The following *Test Security Guidelines* and the *Test Security Agreement* are applicable to online testing as well as paper/pencil testing. Therefore, persons involved with both online and paper testing need only sign one *Test Security Agreement*. **Persons who have not signed the Test Security Agreement may not be allowed access to the any SOL tests.**

96-Hour Checklist

DDOTs and Project Managers should review the *96-Hour Checklist* for testing. Issues such as the security of the test environment, test tickets, starting and stopping test sessions at appropriate times, and the integrity of the computers used during testing are covered in the *96-Hour Checklist*.

Security Authorizations

When assigning security authorizations to other users in the division, be sure to follow the User Profiles. It is particularly important to monitor the Get Authorizations and Get Proctor Authorization Ticket rights, which allows a user to print Student Authorization tickets (test tickets). DDOTs have primary responsibility for assigning and removing security authorizations. Others may have responsibility for assigning and removing security authorizations for users at the school level as directed by the DDOT. Please refer to the Summer 2005 Checklist for important timelines regarding removing security authorizations.

Student Test Tickets

Anytime Student Authorization tickets (student test tickets) are printed in advance of the testing session (no more than 4 days prior to a test session), they must be kept in secure, locked storage until the actual testing session. Do not start a test session (activating the test tickets) until the morning of the scheduled session. Examiners need to sign out the test tickets the morning of a test session. After a test session, Examiners should be instructed to collect the test tickets and return them to a designated location.

The *SOL Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit* is provided to assist with the distribution and collection of test tickets. Examiners/Proctors must initial this form verifying their receipt of the quantity of test tickets listed in the "Test Ticket Quantity" column.

For each test session, Examiners/Proctors should be provided with the following test materials:

- Summer 2005 *Web-based Test Directions* manual (directions for all subjects are in one manual)
- test tickets
- "TESTING IN PROGRESS: DO NOT DISTURB" sign if available
- ancillary materials/manipulatives (formula sheets, calculators, rulers, Periodic Table of Elements, scratch paper) available at <http://www.pen.k12.va.us/VDOE/Assessment/Manipulatives/>

Examiners are required to return test materials to the STC as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students. **All test materials must be returned to the STC no later than the end of the school day.**

When Examiners return the test tickets, the STC must count them and initial the *SOL Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit* to verify that all test tickets have been returned. When the test tickets have been returned, the STC may destroy them.

VIRGINIA DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS

SUMMER 2005 TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals, this includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as they are written.
3. No test item which will be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying/printing/photographing **ALL OR ANY PART** of a SOL assessment or taking notes about the items included on a SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyright by the Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
5. All persons are prohibited from attempting to formally or informally score assessments.
6. All Examiners, Proctors, or Interpreters using an Examiner Read-aloud test ticket to read an online test aloud to students requiring this accommodation are prohibited from answering test questions in the Web-based system before, during, or after the administration of the test.
7. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
9. Examiners administering the grade 3, 5, and 8 SOL tests are not to look ahead in the test booklets at tests that have not yet been administered.
10. All persons are prohibited from logging into TestNav™, the Web-based application, posing as a student, current or fabricated, to view any tests. Only a student whose name appears on a test ticket is permitted to log in and take a SOL Web-based Assessment.
11. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

Please read legislation passed by the Virginia General Assembly (§ 22.1 - 292.1. Violation of test security procedures: revocation of license.) regarding the repercussions for violating test security.

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**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
SUMMER 2005 TEST SECURITY AGREEMENT**

I acknowledge that I will have access to the **Virginia Standards of Learning (SOL) Assessments** (paper and/or online) for the purpose of administering the SOL assessments. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines*.

I understand that these tests and materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy/print/photograph or take notes about any part of the test.
3. I will not allow access to the tests to any student or other person not so authorized by the School Test Coordinator or Division Director of Testing.
4. If serving as an Examiner for online read-aloud test sessions, I will not answer test questions in the Web-based system before, during, or after the administration of the test.
5. I understand my Login ID and Password for the Virginia SOL Web-based Assessments Program are secure and must remain confidential.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

NOTE

Proctors, Interpreters, and all individuals involved in transcriptions of student responses must also read and sign the Test Security Agreement.

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**VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS**

SUMMER 2005 TEST SECURITY PROCEDURES

Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:

§ 22.1 - 292.1. Violation of test security procedures: revocation of license.

- A.** The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:
1. Giving unauthorized access to secure test questions;
 2. Copying or reproducing all or any portion of any secure test booklet;
 3. Divulging the contents of any portion of a secure test;
 4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
 5. Making available any answer keys;
 6. Failing to follow test security procedures established by the Department of Education;
 7. Providing a false certification on any test security form required by the Department of Education;
 8. Retaining a copy of secure test questions; and
 9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B.** Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C.** Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.

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96-HOUR CHECKLIST

This checklist has been developed to help ensure a successful online SOL testing experience at each school. The checklist includes assessment and technology items that should be completed or verified 96 hours (4 school days) before the start of the online testing window.

Assessment:

- ☐ Verify that all student data is loaded and accessible within eMeasurement™ Services. (Refer to Section 3.0 "Student Data Management" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that all appropriate personnel have signed the Test Security Agreement found in the *Web-based Testing Manual* or printed from the eMeasurement™ Services system.
- ☐ Verify that each STC and/or Examiner has been assigned appropriate access to eMeasurement™ Services. Be sure to follow the User Profiles established by VDOE. (Refer to Section 7.0 "Security" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that each STC or other designated personnel has created Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 "Test Session Management" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that each STC or other designated personnel has created Read-aloud Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 "Test Session Management" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that students have been assigned to the appropriate Test Session(s) within eMeasurement™ Services. (Refer to Section 4.0 "Test Session Management" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that the appropriate students have been assigned the Audio Test. (Refer to Section 4.0 "Test Session Management" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Be prepared to print the Proctor Authorization ticket and Student Authorization tickets for each session. These tickets should be printed no more than 4 days prior to the test window start date and must be stored in a secure location until needed. (Refer to "Adding Students to a Session" in Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify the method Examiners will use to take roll during the day of testing. If desired, print the Student Roster for each test session. (Refer to "Adding Students to a Session" in Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)

- ☐ Verify that STCs or other designated personnel are knowledgeable in how to:
 1. Access and *Start* the Test Session(s) they will be administering,
 2. Monitor the Test Session(s) they will be administering,
 3. Resume a student's test (when applicable), and
 4. *Stop* a Test Session.(Refer to Section 5.0 "Starting and Monitoring a Test Session" in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*.)
- ☐ Verify that designated personnel have the necessary number of copies of the *Web-based Test Directions* manual for each test and session being administered.
- ☐ Verify that all students testing online have had the opportunity to view the TestNav™ Tutorial or complete a training test prior to starting an online SOL test. Students may also view eTools™ Live to become more familiar with the tools available on TestNav.

Technology:

It is assumed that prior to reviewing this checklist, the network and equipment being used for online SOL testing meets the minimum requirements as outlined in the "Architectural Guidelines for High School Readiness" (available at <http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/archguide.pdf>), and the performance of your network has been tested for online testing. Performance testing may have included multiple concurrent administrations of the Virginia Training test.

- ☐ Verify that the performance of your Internet connection across all schools conducting online testing is consistent with expected levels of performance. One tool that may be used is available at <http://www.dslreports.com/stest>
- ☐ Alert your Internet Service Provider to your online SOL testing window, and also confirm that no scheduled maintenance or outages are planned during that entire window.
- ☐ Verify, as needed, that no high bandwidth network activity other than online SOL testing will be occurring during the online testing window.
- ☐ Verify that the eMeasurement™ Services administrative functions are accessible (with appropriate Login ID and Password) from within the school network(s) and those computers from which administrative functions will be accessed include Adobe Acrobat Reader®, version 4.X or higher.
- ☐ Verify that the most recent version of TestNav™ is accessible at all workstations to be used for testing. TestNav™ may be installed locally at each workstation or accessed via a shortcut to a single installation on a file server. To verify the TestNav™ version, launch TestNav™ and type <http://www7.etest.pearson.com/VASOL/> in the address box. After clicking *Go*, the login screen will appear. In the bottom right-hand corner of the login screen, you should see the version number 4.13. If that version number doesn't appear, run the upgrade installation for TestNav™ available from <http://etest.pearson.com/Customers/Virginia/vasoltrng/delivery.htm>.
- ☐ If a proxy server is in use, verify that all TestNav™ installations include any necessary edits to the "proxysettings.properties" file (Refer to the eMeasurement™ Services *Infrastructure Guidelines*.)

- ❑ Verify connectivity among the following: computers to be used for training, the TestNav™ application, any intermediate network devices (i.e. proxy servers, caching servers, Internet content filters, firewalls, etc.) and the eMeasurement™ web sites (protocols: http and https, ports: 80 and 443).
 - Specific IP addresses and their associated name resolutions are included in the Infrastructure Guidelines (see *Infrastructure Guidelines*, Section 3.2 – 3.5)
 - Log in to the eSOL Training Center at <http://etest.pearson.com/customers/virginia/vasoltrng/index.htm> using the Login ID: *train<div code>* and Password: *training*. To verify connectivity, you must be able to login to the Training Center and browse within Session Management, Student Data, etc. (You will be prompted to login after requesting a secure task, such as “Create” and “View or Maintain”). Refer to Section 7.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.
 - In the eSOL Training Center, create a generic student and test session. Generate a test ticket for that student. Launch TestNav™ and login to the Virginia Training Test. (The test ticket includes the URL, Login ID, Password, and test code needed to log into the Training Test and is valid for only one login.) To verify connectivity, you must be able to login to TestNav™ and view the Training Test items. Refer to Sections 3.0, 4.0, and 5.0 in the eMeasurement™ Services *User’s Guide for Virginia Standards of Learning Web-based Assessments*.
- ❑ Verify that any applications that take over the computer causing TestNav™ to close (such as screen savers, scheduled virus scans, etc) have been disabled on the workstations being used for online testing. If in doubt about an application’s effect on TestNav™, test that application prior to online SOL testing using the Virginia Training Test.
- ❑ If utilizing wireless network connections for online SOL testing, ensure that all computers can effectively communicate with their access point from the same location(s) where they will be testing.
- ❑ If utilizing laptops powered only by battery, ensure all batteries have been tested and completely charged. Verify that a plan has been developed for recharging batteries throughout the online testing window. (Low batteries can cause laptops to drop their network connections prior to shutting the computer down.)

SOL Examiner's/Proctor's Test Ticket Transmittal Form/Affidavit

Division Name: _____ School: _____ Grade/Subject: _____

School Test Coordinators: Use this form to sign test tickets in and out to Examiners and Proctors (if applicable) in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the number of tickets assigned to each Examiner/Proctor. The Examiner/Proctor should initial the "Out" column each day when receiving test tickets. The STC must initial the "In" column at the end of each day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of tickets distributed for initialing this form.

EXAMINER'S/PROCTOR'S AFFIDAVIT: After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments test(s) according to the directions in the *Web-based Test Directions* manual.
2. I kept all test tickets secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's/Proctor's Name	Test Ticket Quantity	OUT	IN	EXAMINER'S/PROCTOR'S AFFIDAVIT
				Examiners are to sign in this column only AFTER reading statements 1-4 above.

NOTES TO STC:

1. At the close of test administration, this completed form must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

DISTRIBUTION AND AVAILABILITY OF TEST MANIPULATIVES

Test manipulatives listed below are stored in the school division. For online testing, all manipulatives are available on the toolbar in TestNav™ (except for a graphing calculator, scientific calculator and scratch paper). Only those tools allowed for a given online SOL test are available on the toolbar. The eTools™ Live application (available at <http://etest.pearson.com/customers/Virginia/vasol/resources.htm>) may be used to give students additional practice with using the online tools.

Test Manipulatives

Grade/Subject	Manipulatives Allowed
Algebra I	metric/standard ruler ³ , graphing calculator ¹ , formula sheet ² , scratch paper
Geometry	metric/standard ruler ³ , graphing calculator ¹ , formula sheet ² , compass ³ , straightedge ³ , scratch paper
Algebra II	metric/standard ruler ³ , graphing calculator ¹ , formula sheet ² , scratch paper
Earth Science	metric/standard ruler ³ , 4-function calculator ² OR scientific calculator ¹ OR graphing calculator ¹ , scratch paper
Biology	metric/standard ruler ³ , 4-function calculator ² OR scientific calculator ¹ OR graphing calculator ¹ , scratch paper
Chemistry	metric/standard ruler ³ , 4-function calculator ² OR scientific calculator ¹ OR graphing calculator ¹ , Periodic Table of Elements ² , scratch paper
English: Reading	scratch paper
World History I	scratch paper
World History II	scratch paper
Virginia and United States History	scratch paper
World Geography	scratch paper

¹ Students must use their hand-held graphing/scientific calculator as an online graphing/scientific calculator does not exist.

² Students may choose to use the hand-held test manipulative rather than the online tool.

³ Students must use the online version of this test manipulative.

DDOTs must distribute the hand-held manipulatives necessary to the schools before testing begins. STCs may distribute the hand-held manipulatives to Examiners prior to testing or on the morning of testing. However, formula sheets and the Periodic Table of Elements should be delivered to Examiners on the morning of testing. Copies of the formula sheets and the Periodic Table of Elements are available at <http://www.pen.k12.va.us/VDOE/Assessment/Manipulatives/>

These guidelines should be followed when addressing calculator use on the SOL tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned, student-owned, or the online calculator may be used on the test. For the online *Mathematics* tests, a graphing calculator is **not** available to students as a tool on the tool bar. Therefore, the school-owned or student-owned calculator must be used on the *Algebra I*, *Geometry*, or *Algebra II* tests.

- Students may use four-function, scientific, or graphing calculators on the EOC *Science* tests.

NOTE

Acceptable calculator model types are as follows:

- Four-function calculator having percent and square root functions
- Approved scientific calculators are TI-30Xa SEVA, CASIO FX-260-School, Sharp 501 WBBK, Sharp EL501V
- Approved graphing calculators are TI-82, TI-83, TI84 series (including Plus models), CASIO 9850G series, and CASIO 9750G

- Students may **not** use four-function or scientific calculators on the EOC *Mathematics* tests. Only a graphing calculator is allowed.
- The graphing calculator's memory must be reset prior to test administration. Clear all memory contents not built into the calculator by its manufacturer.

NOTE

For EOC *Mathematics* tests, acceptable graphing calculator model types are: CASIO 9850G, CASIO 9850G Plus, CASIO 9750G Plus Series, TI-82, TI-83, TI-83 Plus, or TI-84 Plus. Two of these model types (CASIO 9850G Plus and TI-83) have been provided to school divisions for use in meeting the requirements of the Standards of Learning. Because many school divisions have been using the earlier model types, CASIO 9850G and TI-82, in instruction prior to receiving the state's shipment, their use is also allowed on the SOL EOC *Mathematics* tests. If students are using other models of graphing calculators, make sure that those calculators' functions do not exceed the specifications of the models listed above. Otherwise, students will have an unfair advantage over others who are using an approved calculator.

Items on the EOC SOL *Mathematics* tests are designed to be calculator-neutral or calculator-inactive. Calculator-neutral items are those that can be solved correctly without a graphing calculator, but the use of one may be helpful. Calculator-inactive items are those in which there is **no** advantage to using a calculator.

ACCOMMODATIONS FOR ONLINE TESTING

When taking the SOL tests, special accommodations are allowed if specified in students' IEPs, 504 Management Plans, or *LEP SOL Participation Plans*. Those involved with administering SOL tests should be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the *Guidelines for the Participation of Students with Disabilities* in the paper/pencil manuals.

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this manual, these are referred to as accommodations that maintain standard conditions or standard accommodations.

Accommodations that significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this manual as nonstandard accommodations. This type of accommodation should be used **only** if the IEP or 504 committee agrees that the student requires such an accommodation(s) in order to participate in the SOL assessments. Scores resulting from a nonstandard accommodation are accompanied by an explanation that these scores resulted from a nonstandard administration.

Accommodations should be those the student generally needs and uses during classroom instruction and assessment as identified on the student's IEP, 504 Management Plan, or *LEP SOL Participation Plan*. Accommodations shall not be used only for participating in the SOL assessments. The use of an unfamiliar accommodation during testing may have a negative impact on the student's performance.

Not all accommodations are available for online testing. Please be sure a student's needs can be met through an online test before testing begins.

Accommodations Available With Online Testing

ACCOMMODATION	DESCRIPTION OF ACCOMMODATION
Flexible Schedule (except Multiple Sessions)	breaks during test (within one school day)
Environmental Modifications	special lighting, noise buffers, use of study carrel
Amplification Equipment	hearing aid or auditory trainer
Reading Test Items In English*	reading in English of test items
Bilingual Dictionary	bilingual dictionary
Math Aids	abacus, manipulatives
Group Size	small group setting
Visual Aids	large computer monitor, screen magnifier
Assistance With Directions	simplifying or clarifying directions
Interpreting*	signing/transliteration of test items
Verbal Response	student responds verbally
Special Pencil	large diameter pencil, special pencil, pencil grip
Spelling Aids	spell checker, spelling dictionary
Audio Version*	audio version of test items
Graphing Or Scientific Calculator	scientific or graphing calculator (EOC Science)
*Reading test items aloud, using an audio version of the test items, and interpreting test items are standard accommodations on most SOL tests because they do not change what the test is measuring. However, if items on the English: Reading test are read aloud, presented via an audio version, or interpreted, what the test is measuring is significantly changed. Therefore, the description of the field will read "Read items-NS", "Audio Version-NS", or "Interpreting-NS" on the <u>Student Test Details</u> screen for the English: Reading test.	

Accommodations NOT Available With Online Testing

Multiple Sessions
Large-Print Test
Increased Size Of Answer Circles
Braille Test
Communication Board
Respond By Word Processor, Braille
Augmentative Communication Device

Some accommodations require that the test administration be audio taped. These accommodations include:

- Read-aloud administrations
- Examiner/Proctor records (online) the answers for students who must dictate answers because they are unable to manipulate a computer mouse or keyboard to select their answers and are not using a specialized pointing device for the computer.

If you have students with such accommodations specified in their IEPs, 504 Management Plans, or *LEP SOL Participation Plans* arrange for the test administration to be audio taped.

Interpreting Accommodation

For some students, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. An interpreted (e.g., signing, transliteration) administration must be conducted by appropriate school personnel. A test administration, which includes the interpretation of test items, must be proctored. Proctors, Interpreters, and all individuals involved in transcriptions of student responses must have read the *Test Security Guidelines* and signed the *Test Security Agreement* **before** they administer any online tests.

If the interpreter requires access to a test on a workstation, please follow the Read-aloud procedures described on the following page to obtain a test ticket for the Interpreter. Be sure to select the Read-aloud form for each student so that the students' test forms match the interpreter's test form. The interpreter must be very careful when interpreting the test questions so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student.

The Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

Assistance With Directions Accommodation

You may make accommodations as needed to the specific directions for administering a test to ensure that students taking the audio version of the test understand the testing procedures. Assistance with directions may be provided as an accommodation if specified in the student's IEP, 504 Management Plans, or *LEP SOL Participation Plan*. Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. You may simplify directions by restating the directions using more familiar or clearly understood terminology. You also may clarify directions by answering questions from the students about the test directions. An accommodation may require that the Examiner write the directions on the chalkboard, display them on an overhead projector, or make a copy of the directions from the Test Directions Manual for student reference during the test. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Assistance with directions may include interpreting the test directions through signing or transliteration. Testing sessions for hearing-impaired students who normally communicate in alternative or manual methods may include an educational interpreter for test directions or to answer questions that pertain to understanding the test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in the Test Directions Manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

Read-Aloud Accommodation

Students with the Read-Aloud accommodation specified in their IEPs, 504 Management Plans, or *LEP SOL Participation Plans* may be tested online. Examiners that will be reading an online test aloud to students who require this accommodation will be given access to an online test to be viewed on the Examiner's workstation. This online test will not be scored or reported in the online system. Access to the test is being provided to allow the Examiner to read the questions and options to the student(s) on a computer monitor that is not part of a student's workstation.

Beginning this summer, Read-Aloud tickets will no longer be requested from VDOE. Rather, divisions will have the capability of printing the Examiner test tickets after the Read-Aloud session has been created.

To create Read-Aloud test sessions, the session must be identified as a Read-Aloud session by selecting "Yes" in the Read-Aloud field on the Create A New Session screen. It is recommended to use the words "Read-Aloud" in the name of the test session to quickly identify the Read-Aloud sessions from the Session List or drop-down menus. By selecting "Yes" in the Read-Aloud field, all students in the session will automatically be assigned the Read-Aloud form. All students receiving this accommodation must still have the Read Items accommodation selected on the Student Test Detail screen.

The Read-Aloud Session Roster will include a Proctor Authorizations button. Clicking this button will display the Examiner's test ticket. This ticket should be printed on a colored piece of paper to differentiate it from the students' test tickets and secured until the day of testing. The Examiner test tickets should be printed no more than 4 days prior to a test session.

The Examiner test ticket is not valid until the test session is started, and it will remain active until the test session is stopped. Unlike the students' online tests, the Examiner may exit the test and log back in to the test using the login information on the ticket **without** resuming the test. Because of this, **it is imperative that Read-Aloud test sessions are stopped immediately after the test session is complete**. The STC must have each Examiner sign out the Proctor Authorization Ticket on the *Read-Aloud Proctor Authorization Ticket Transmittal Form/Affidavit*. Examiners must be instructed not to answer any questions on the test. All Read-Aloud administrations must be tape recorded.

Because of the nature of this new functionality, some exceptions are explained below:

- Students in a non Read-Aloud test session cannot be moved into a Read-Aloud test session. Instead, these students must first be removed from the non Read-Aloud test session and then added to the Read-Aloud test session.
- Likewise, students in a Read-Aloud test session cannot be moved into a non Read-Aloud test session. Instead, these students must first be removed from the Read-Aloud test session and then added to the non Read-Aloud test session.
- Examiner test tickets are generated based on the form of the first student in the session roster. Therefore, do not assign Alternate Read-Aloud forms to students in the test session unless ALL students in the

session are to receive the Alternate Read-Aloud form. Any student needing the Alternate Read-Aloud form must be moved to a new test session.

Users are able to experience the new Read-Aloud functionality in the eSOL Training Center. The Training Workbook found at <http://www.pen.k12.va.us/VDOE/Technology/soltech/docs/trainwkbk.pdf> contains a practice exercise for creating Read-Aloud test sessions (p. 7) in the Training Center. In addition, the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* provides information about Read-Aloud sessions (Section 4.0 and 5.0).

Examiners must be very careful when reading the test aloud so that they do not lead the student to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. Special attention must be given to the IEP, 504 documentation, or *LEP SOL Participation Plan* for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner who is to read the tests aloud should consult the audiotape or the online Audio training test (located in the Training Center, <http://etest.pearson.com/customers/Virginia/vasoltrng/index.htm>) for a standard approach to reading test questions.

Audio Version Accommodation

This summer all Web-based Assessments are available in the Audio version **except the 1995 version of the EOC History tests**. Before administering any online Audio tests, please determine if your division has workstations that meet the minimum requirements for the online audio tests. In addition, you will need to be sure the most recent version of TestNav has been installed on the workstations. Refer to the eMeasurement™ Services *Infrastructure Guidelines* (<http://etest.pearson.com/customers/Virginia/VASOL/resources.htm>) for more information about the Audio test specifications.

The Proctor Caching functionality must be used when delivering an audio form of the test. Proctor Caching allows test administrators to "pre-fetch" test content. This accelerates the delivery of test content to students and reduces the amount of bandwidth required for electronic testing. Because audio files consume a large amount of bandwidth, Proctor Caching is necessary when delivering an audio test to a student. For details on downloading, installing, and using Proctor Caching, see the eMeasurement™ Services *Proctor Caching User's Guide* (<http://etest.pearson.com/customers/Virginia/VASOL/resources.htm>). The STC or designated technology representative should be sure the online audio test is cached before the test session begins.

The DDOT or STC may assign the online audio form to a student after the test session has been created. For directions on assigning the audio form, refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 4.0.

When administering the online audio version of a test, an audio control box will appear in the upper-right hand corner of TestNav. The box may be moved by clicking on the blue title bar and dragging the box to the desired location. The audio controls, resembling those of familiar media players found on computers, do the following: *Stop*, *Rewind*, *Pause/Play*, and *Fast Forward*. A slide bar is available to move forward and backward throughout the recording. A volume control, designated by the *Speaker* icon in the bottom right-hand corner of the audio control box, allows you to adjust the volume of the recording as needed.

The question and options will be read automatically as a student advances to each question. Students may listen to a question as many times as necessary. Only the recording for the passage and/or question on the screen will play at any given time. If several students will be tested using the online Audio form in the same location,

headphones will need to be provided for each of the students. If a student needs clarification of what was heard on the audio test, the Examiner may repeat anything on the screen that is requested by the student.

Using an online audio version of the test is one of the preferred methods of oral presentation as it provides uniform administration statewide. The student should have instructional experience with similar electronic media players found on computers. Unless the student has experience with using electronic media players, the online Audio version of a test may cause more difficulty than assistance.

VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) WEB-BASED ASSESSMENTS

SOL READ-ALOUD PROCTOR AUTHORIZATION TICKET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ School: _____

School Test Coordinators: Use this form to sign test tickets in and out to Read-Aloud Examiners in your school. List each Examiner's name in the far-left column. Use the second column to identify the subject for which the test ticket is assigned. The Examiner should initial the "Out" column for each Proctor Authorization Ticket received. The STC must initial the "In" column as each test ticket is returned.

Read-Aloud Examiner's Affidavit: After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Web-based Assessments according to the directions in the *Web-Based Test Directions* manual.
2. I kept the Proctor Authorization Ticket secure when in my possession.
3. I did not answer test questions in the Web-based system before, during, or after the administration of the test.
4. I have read the statements above and understand that I am certifying that they are true.

Read-aloud Examiner's Name	Subject	OUT	IN	Read-aloud Examiner's Affidavit
				Read-aloud Examiners are to sign in this column only AFTER reading statements 1-4 above.

NOTES TO STC: 1. At the close of test administration, this completed form must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

CODING OF STUDENT DEMOGRAPHIC INFORMATION

The following directions apply to students added after the Student Data Upload file has been uploaded or if your division is hand-entering the students.

The demographic screen from the eMeasurement™ Services online system is shown below. DDOTs, STCs, Examiners, and designated personnel must review the information below and ensure awareness of all required student demographic information that is to be completed (when applicable) on the student demographic screen.

Student Demographic Screen

Add Student

Complete the information below and click **Add Student** or use the [search](#) function for locating an existing student.

Last Name:	First Name:	MI*:	Unique ID:	Login ID: (leave blank to default to Unique ID)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of Birth:	<input type="text"/>		Grade:	<input type="text"/>
Race/Ethnicity*:	<input type="text"/>		Gender:	<input type="text"/>
Student Number*:	<input type="text"/>		Title I/TAS*:	<input type="text"/>
Student Cat-Migrant*:	<input type="text"/>		Student Cat-Homeless*:	<input type="text"/>
Student Cat-Neg/Del*:	<input type="text"/>		N-Code/Econ Disadv*:	<input type="text"/>
LEP*:	<input type="text"/>		Disability Status*:	<input type="text"/>
X-Code*:	<input type="text"/>		SOA Adj - LEP*:	<input type="text"/>
C/TE & Tech Prep*:	<input type="text"/>		C/TE-Single Parent*:	<input type="text"/>
C/TE-Disp Homemaker*:	<input type="text"/>		C/TE-Nontrad Career*:	<input type="text"/>
C/TE-Other5*:	<input type="text"/>		C/TE-Other6*:	<input type="text"/>
Special Code*:	<input type="text"/>		Local Use #1*:	<input type="text"/>
Local Use #2*:	<input type="text"/>			

*Complete when applicable.

Student data that has been loaded into the system using the Student Data Upload procedure may automatically have any of the following fields completed by PEM if they were included in the Student Data Upload file. Refer to these descriptions when hand-entering a student into the system or making corrections/additions to students previously loaded/entered.

LAST NAME, FIRST NAME, AND MI

The fields for student name are required (middle initial is optional). These fields **must** be completed prior to testing when hand-entering a student into the system.

UNIQUE ID

The Unique ID field is required by the eMeasurement™ Services system. The Unique ID must have the following format: DDD-NNNNNNNNNNNN where DDD is the 3-digit division code, followed by a dash and the Student Number (variable-length, 12-digit maximum) from the division's student information system. For example, 006-

548321478965 would be acceptable in this field. This field **must** be completed prior to testing when hand-entering a student into the system.

LOGIN ID

Choose a Login ID that students are familiar with. This may be the same Login ID they use to access your division's network. If you leave the Login ID blank, it will default to the Unique ID. The student will use the Login ID when accessing an online test.

DATE OF BIRTH

The date of birth field is required. Enter information in the following format: MM/DD/YYYY. Use numbers and slashes only. This field **must** be completed prior to testing when hand-entering a student into the system.

GRADE

The field for grade is required. Choose a grade from the drop-down menu. This field **must** be completed prior to testing when hand-entering a student into the system.

NOTE

Grade TT should be selected for student not currently enrolled, but who already have sufficient standard credits to graduate and who are returning only to retake an EOC Web-based Assessment for verified credit or to upgrade a diploma. Additionally, Grade TT may be selected for students who are beyond school age but who are taking an SOL test for verified credit. Such students may be enrolled in a class within an adult education program.

RACE/ETHNICITY

The drop-down menu contains the following race/ethnicity choices. Students with origins in the Pacific Islands may be identified as Pacific Islander or Native Hawaiian. A student who does not identify with one of the race/ethnicity groups or who has a multi-ethnic background may have the "0-Unspecified" choice selected. If students object to providing this information, the field may be left blank.

0=Unspecified

1=American Indian or Alaskan Native

2=Asian or Pacific Islander

3=Black (Not of Hispanic Origin)

4=Hispanic

5=White (Not of Hispanic Origin)

6=Native Hawaiian

GENDER

The field for gender is required. Choose a gender from the drop-down menu. This field **must** be completed prior to testing when hand-entering a student into the system.

STUDENT NUMBER

If your division uses a student number, enter the number only as it appears in your student information system. The Student Number field should duplicate the (up to) 12-digit Student Number portion used in the Unique ID field. Be sure to confirm that the data entered in this field is correct in order to match your student information system. While this field is not required, it may be essential when importing SOL score data into your student information system.

TITLE I/TARGETED ASSISTANCE SCHOOL

Select the appropriate subject area if the student is receiving Targeted Assistance Services under Title I. Choose the target area in which the student is receiving assistance:

Reading and Math

Reading

Math

Science

History

Students attending schools with Schoolwide Title I programs should not have a value in this field. See the division Title I Coordinator for more information if needed. If you have additional questions, please contact Brenda Spencer in the Office of Program Administration and Accountability (804-371-6201, Brenda.Spencer@doe.virginia.gov).

STUDENT CATEGORY

Select **Yes** in the appropriate field if the student is classified as one of the following based on the criteria listed below:

Student Category-Migrant

Student Category-Homeless

Student Category-Neglected or Delinquent

Student Category-Migrant

Select **Yes** for a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Student Category-Homeless

Select **Yes** for a child who is homeless and attending any school served by the local education agency.

Student Category-Neglected or Delinquent

Select **Yes** for a child in a local institution for neglected or delinquent children and youth, or attending a community day program for such children.

N-CODE/ECONOMICALLY DISADVANTAGED

Select **Yes** for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch, (2) receives TANF (Temporary Aid for Needy Families), or (3) is eligible for Medicaid.

LIMITED ENGLISH PROFICIENT (LEP)

Select one of the values listed below only if the student is classified as limited English proficient (LEP) and meets the criteria below:

A-LEP

B-Monitor Status

C-Formerly LEP

A-LEP

Students classified as level 1, level 2, level 3, or level 4 of English language proficiency.

B-Monitor Status

Students classified in monitor status (year 1 or year 2).

C-Formerly LEP

Students who are formerly LEP and have exited monitor status within the last two years. (Note: Recent guidance from USED allows Virginia to consider such students in LEP for the purposes of calculating Adequate Yearly Progress.)

Limited English Proficient (LEP) students:

As of January 8, 2002 an LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:	
A.	who is aged 3 through 21;
B.	who is enrolled or preparing to enroll in an elementary school or secondary school
C.	(i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
OR	
(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
OR	
(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
AND	
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii.) the opportunity to participate fully in society.
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]	

DISABILITY STATUS

A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 Plan. Use codes 1 – 14 and code 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Plans (IEPs). Use code 15 for "otherwise qualified handicapped" students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*. The following table lists the Disability Status values to use when completing this field.

Disability Status	Disability Status
01-Mental Retardation	09-Speech/Language Impairment
02-Severe Disabilities	10-Other Health Impairment
03-Multiple Disabilities	12-Deaf-Blind
04-Orthopedic Impairment	13-Autism
05-Visual Impairment (including Blindness)	14-Traumatic Brain Injury
06-Hearing Impairment/Deaf	15-Otherwise Qualified Handicapped -504
07-Learning Disability	16-Developmental Delay (through age 8)
08-Emotional Disturbance	

SOA ADJUSTMENT-LEP

Select **LEP** in the SOA Adjustment field **ONLY** if she/he meets the criteria for a **Limited English Proficient (LEP)** student above **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

CAREER/TECHNICAL EDUCATION & TECHNICAL PREPARATION PROGRAM

Select the appropriate label for Career/Technical Education students who meet the criteria listed below. The choices from the drop-down menu are as follows:

Career/Tech Ed Course Only

Career/Tech Ed Course & Tech Prep Prog

If school personnel are unsure about the Career/Technical Education fields, they should check with the school division's Career and Technical Education Administrator. For additional information, please call the Virginia Department of Education, Office of Career and Technical Education at (804) 225-2051.

Career/Tech Ed Course Only

Select Career/Tech Ed Course Only for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same "real time" as an academic course(s) that requires an SOLEOC test. Career and Technical Education content areas are:

- Agriculture Education
- Business and Information Technology
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Technology Education
- Trade & Industrial Education
- Career Connections, including Special Programs

Career/Tech Ed Course & Tech Prep Prog

Select Career/Tech Ed Course & Tech Prep Prog for **all** students who are enrolled in the secondary component of a Tech Prep program. A student who is enrolled in a Tech Prep program must also be enrolled in a Career and Technical Education course(s).

A Tech Prep program is defined as a program of study that:

- combines at a minimum of two years of secondary education (as determined under State law) with a minimum of two years of post-secondary education in a non-duplicative, sequential course of study
- integrates academic and career and technical instruction and utilizes work-based and worksite learning where appropriate and available

- provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- leads to an associate degree or baccalaureate degree or a post-secondary certificate in a specific career field
- leads to placement in appropriate employment or to further education

CAREER/TECHNICAL EDUCATION -SPECIAL POPULATION STATUS

Select **Yes** in the appropriate field if the student is classified as one of the following. The special population choices are as follows:

Single Parent

Displaced Homemaker

Single parents

Students who are unmarried or legally separated from a spouse and have a minor child or children for whom the parent has either custody or joint custody.

Displaced homemakers

Those who (1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or are a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and (2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment.

NOTE

If a Career/Tech Ed student has a Disability Status, is classified as LEP, or is coded as Economically Disadvantaged (N-Code-Econ Disadv), do NOT complete Career/Tech Ed-Single Parent or Career/Tech Ed-Displaced Homemaker. If a student does **not** have a Disability Status, is not classified as LEP, or is not coded as Economically Disadvantaged, you may complete only ONE: Career/Tech Ed-Single Parent **OR** Career/Tech Ed-Displaced Homemaker.

CAREER/TECHNICAL EDUCATION - NONTRADITIONAL CAREER

Select **Yes** in the C/TE-Nontrad Career field if the student is classified as the non-traditional gender (grades 9-12) who is enrolled in one or more of the course(s) identified for Non-traditional Career Preparation and who are also enrolled in academic course(s) that require(s) a SOL EOC test. To determine this student population:

- Review the most current listing of *Secondary Programs Identified for Nontraditional Career Preparation in Virginia* found at <http://www.pen.k12.va.us/VDOE/Instruction/CTE/cters/procedure.pdf>
- Determine which courses from this list are offered at each high school and the non-traditional gender classification assigned to these course(s).
- Review the class roster for only the courses offered at your school for non-traditional career preparation. Identify only students classified as the nontraditional gender in these courses.

CAREER/TECHNICAL EDUCATION – OTHER #5 AND #6

Leave Other 5 and Other 6 blank. These fields are currently not used.

SPECIAL CODE

This field should not be used unless authorized by VDOE.

LOCAL USE #1

If this field is to be completed, ensure that STCs, Examiners, or designated personnel understand the procedures involved. Local Use #1 may be used at the division's option. This field will accept alpha and/or numeric characters. However, when the online data is extracted and sent to Harcourt, this field will be truncated to the first 5 characters. Your summary data received from Harcourt will only show the first 5 characters in this field. In addition, the paper answer documents only allow for numbers to be entered into this field. Therefore, to ensure that your local codes can be used for both online and paper/pencil student data, it is recommended that you use up to 5 numbers in this online field.

LOCAL USE #2

This field should be used only if the Re-rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter leading zeros in front of the number so that your local code can be read correctly by Scoring Services. While the online field will accept alpha and numeric numbers, **you should only enter 4 numbers in this field.** If more than four numbers are entered, the field will be truncated to the first 4 numbers when the data is extracted and sent to Harcourt. If the school code entered does not match the Harcourt records (the building code in the division), the service requested will not be possible. In addition, the Re-rostering service will not be completed if the Optional Scoring Services Order Form received with your paper/pencil testing materials is not submitted with the applicable service selected. Data will be carried on the electronic formats.

CODING OF TEST SPECIFIC STUDENT DETAIL INFORMATION

The Student Test Details screen is accessible only after a student has been added to a test session. Any applicable fields must be completed by STCs or other designated personnel. These fields are NOT included in the Student Data Upload file. Please ensure that all applicable information is completed before the end of your test window.

Test Specific Screen

Student Test Details				
Test Status	Student Name	Grade	Unique ID	Login ID
Not Started	NEW STUDENT		STU01378568	STU01378568
Test to be Administered	Test Started	Test Ended	Test Code	
EOC Training			SCGDXQ	
Termination Reason	Form Taken	Assigned Form Group Type		
		Main <input type="button" value="v"/>		
Report Exclusion Reason	Report	Report Group		
	Yes <input type="button" value="v"/>	Kozlowski Section 1 <input type="button" value="v"/>		
Test Administration Data				
*SUBSTITUTE TEST:	<input type="button" value="Select"/>	*ALTERNATE TEST:	<input type="button" value="Select"/>	
*TESTING STATUS:	<input type="button" value="Select"/>	*EOC MATH RECOVERY:	<input type="button" value="Select"/>	
*RETEST:	<input type="button" value="Select"/>	*Flexible Schedule:	<input type="button" value="Select"/>	
*Group Size:	<input type="button" value="Select"/>	*Environmental Mods:	<input type="button" value="Select"/>	
*Visual Aids:	<input type="button" value="Select"/>	*Amplification Equip:	<input type="button" value="Select"/>	
*Assist w/Directions:	<input type="button" value="Select"/>	*Read Items-NS:	<input type="button" value="Select"/>	
*Interpreting-NS:	<input type="button" value="Select"/>	*Bilingual Dict-NS:	<input type="button" value="Select"/>	
*Verbal Response:	<input type="button" value="Select"/>	*Math Aids:	<input type="button" value="Select"/>	
*Special Pencil:	<input type="button" value="Select"/>	*Spelling Aids:	<input type="button" value="Select"/>	
*Audio Version-NS:	<input type="button" value="Select"/>	*Graph/Scien Calc-NS:	<input type="button" value="Select"/>	
*Complete when applicable				
<input type="button" value="Back"/> <input type="button" value="Restore"/> <input type="button" value="Apply"/> <input type="button" value="Mark Test Complete"/>				

These are special test accommodations available ONLY as specified in a student's IEP, 504 Management Plan, or LEP SOL Participation Plan.

SUBSTITUTE TEST

For students who were administered a substitute test instead of a corresponding SOL EOC test, mark the student's test complete and select **Yes** in the Substitute Test field. Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete. If **Yes** is chosen in the Substitute Test field, do **not** make a selection in the Testing Status field. Refer to the subject-specific EOC paper/pencil *Examiner's Manual* for a list of substitute tests.

ALTERNATE TEST

Select **Yes** in this field for students who are exempt from the Grade 8 Science test and are participating in the Virginia Alternate Assessment Program (VAAP). If **Yes** is chosen in the Alternate Test field, do **not** make a selection in the Testing Status field.

TESTING STATUS

After all make-up testing has taken place, only an STC or designated personnel is to complete this field to explain why a student did not take one or more of the required SOL tests. The following table, Coding Testing Status, explains the options for completing Testing Status for Web-based Assessments. If a student did not log in to an online test or submit an online test, the test must be marked completed before a Testing Status is chosen. Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete.

Coding Testing Status

TESTING STATUS:	WHEN TO USE:	PROCEDURE TO FOLLOW:
01 - Absent	If the student was absent during the test session and all make-up sessions.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 01-Absent in the Testing Status field.
04 - Medical Emergency*	If the student is unable to take the test during the entire test window due to a medical emergency.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 04-Medical Emergency in the Testing Status field.
05 - Refusal / Disruptive	If the student is too disruptive or refused to take the test.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 05-Refusal/Disruptive in the Testing Status field.
07 - Student Cheated	If it is determined that a student cheated.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 07-Student Cheated in the Testing Status field.
08 - Student not taking class this semester	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.
09 - Student has already passed this test	If the student previously passed this test but is retaking the class/course.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 09-Student has already passed this test in the Testing Status field.
10 – Other VDOE authorization only	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.
11 – Other VDOE authorization only	Only with authorization from the Virginia Department of Education.	VDOE will provide instructions for the online procedures should this Testing Status code be used.
12 – VGLA	If the student is assessed through the Virginia Grade Level Assessment.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 12-VGLA in the Testing Status field.

* Medical Emergency – Students who fall into this category are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor.

EOC MATH RECOVERY (EOC *Mathematics* Only)

This field is to be completed for students who have participated in remediation recovery programs and are retaking an EOC *Mathematics* test. This field will only appear on the Student Test Details screen when a student is assigned to a *Mathematics* test session.

If EOC MATH RECOVERY has a **Yes** value, do not select a RETEST value. A student may be considered a Math Recovery student only **one** time.

RETEST

Select **Yes** for any student who has already passed the class and is **retaking** an SOL EOC test for verified credit. If a student has been identified as Math Recovery, do **not** select **Yes** in the Retest field.

SOA AJUSTMENT-TRANSFER

Select **Transfer** under SOA Adjustment if the student meets one of the criteria listed below.

- (EOC Only) Students enrolled from another state, private school, or home instruction AFTER 20 instructional hours have elapsed since the beginning of school (or semester if on block schedules).
- Students who have transferred out of and back into the division during the school year and have been carried in your division's membership for 50% or less of the school year (or 50% of the semester for those on block schedules).

AYP ADJUSTMENT

This field has been added to collect data pertinent to the *No Child Left Behind Act* of 2001. Do **not** complete this field for the History/Social Science tests. Select the appropriate label for students who meet the criteria listed below. The choices from the drop-down menu are as follows:

A-Transfer from within division

B-Transfer from outside division

C-Transfer from outside state

D-LEP & 1st year enrolled in US schools

Transfer from within division

Student was enrolled in the division on or before September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another **within** the division during this time period.

Transfer from outside division (from within the state)

Student was enrolled in Virginia public schools on or before September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

Transfer from outside state

Student was **not** enrolled in the Virginia public schools on September 30 of the school year and/or has not been enrolled in the Virginia public schools continuously as of the date of testing.

LEP & 1st year enrolled in US schools

Student who is classified as Limited English Proficient (level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2) and who has been enrolled in the U.S. schools for less than one school year. This would include LEP students who enrolled in a U.S. school on or after the first day of school for the 2004-2005 school year.

According to the criteria for AYP ADJUSTMENT and SOA ADJUSTMENT, it is possible that both fields may contain a value. If a student transfers from within the school division, complete only AYP ADJUSTMENT, not SOA ADJUSTMENT-TRANSFER.

SPECIAL TEST ACCOMMODATIONS

Only an STC, Examiner, or other designated personnel may complete these fields. Not all accommodations are available for online testing. Before testing begins, please be sure a student's needs can be met through an online test. You must select testing accommodations for students as specified in their IEPs or 504 Management Plans or on their *LEP SOL Participation Plan*. All accommodations that apply to a student must be selected; accuracy is critical. **Only** identify the accommodations available for a specific SOL test. If any accommodation is selected on the Student Test Details screen, the student's primary disability must be selected in Disability Status and/or the LEP field must have a **Yes** value on the student demographic screen. The following accommodations are available online:

- Flexible Schedule**
- Environmental Mods**
- Amplification Equip**
- Read Items***
- Bilingual Dict-NS**
- Math Aids**
- Group Size**
- Visual Aids**
- Assist w/Directions**
- Interpreting***
- Verbal Response**
- Special Pencil**
- Spelling Aids**
- Audio Version***
- Graph/Scien Calc-Ns**

*This field will read "Read items-NS", "Audio Version-NS", or "Interpreting-NS" on the Student Test Details screen for the English: Reading test.

MARK TEST COMPLETE GUIDELINES

Every student who is enrolled in a summer course to receive a standard credit must be accounted for via an online test or a paper answer document in the summer 2005 administration. This includes students who were not tested because they:

- were absent during the entire test window
- refused or were disruptive,
- were involved in a medical emergency and unable to take the test during the entire test window
- failed the course but passed the test and are retaking the course
- took an approved substitute test, or
- were exempt due to participation in VAAP

For each student not tested, an online test record may be submitted by clicking the *Mark Test Complete* button and choosing the appropriate value from the Testing Status field on the *Student Test Details* screen. Refer to Section 4.0 of the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for more information on marking a test complete. Students who are retesters or are enrolled in a remediation program do not have to be accounted for if they are not tested.

Because absent students are to be afforded an opportunity for make-ups, **do not mark an absent student's test complete until the end of your testing window**. An alternate form cannot be assigned if a student's test has been marked complete. Only the DDOT or STC have authorization to mark a test complete and assign a Testing Status.

Please refer to **TESTING STATUS** in the Coding of Test Specific Student Detail Information section in this manual for more specific directions regarding when to submit an online test record for a specific Testing Status.

To alleviate confusion regarding the *Mark Test Complete* functionality, the following guidelines have been developed. The guidelines are explained in terms of non-test irregularity and test irregularity situations. In the case of test irregularities, follow the procedures established by VDOE before marking a test complete. Once a test is in Stopped status, an alternate form cannot be assigned.

Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for information on how to mark a test complete.

NOTE

If a student has already logged in to the test, it is always better to have him/her Exit the test if it cannot be completed. Students in a Started, Exited, or Resume status will not be accounted for in the online system. In addition, an alternate form can be assigned for a Started, Exited, or Resume status if needed.

Non-Test Irregularity Situations

There are some situations **not involving a test irregularity** in which students were not tested but must be in Stopped status. The following situations are only valid when divisions are accounting for students currently enrolled in a course (with a corresponding SOL test) that will be completed by the end of the semester. These situations do **not** apply to students who are retesting for verified credit. It is recommended that the following situations be addressed after your testing is complete (including make-up testing, but **not** including Expedited Retakes).

- If a student took a substitute test instead of an SOL test, mark the test complete and select "Yes" from the Substitute Test field. **No** value is selected from the Testing Status field.

- If a student participated in the VAAP instead of an SOL test, mark the test complete and select "Yes" from the Alternate Test field. **No** value is selected from the Testing Status field.
- If a student is absent during your entire test window, mark the test complete and assign Testing Status "01-Absent".
- If a student becomes ill while taking an online test and is unable to return to school for the remainder of your test window, mark the test complete and assign Testing Status "04-Medical Emergency". This assumes that the irregularity was previously filed with VDOE, and the student was moved to an Irregularity session.
- If a student is enrolled in the course (due to previously failing the course), but has already passed the corresponding SOL test, mark the test complete and assign Testing Status "09-Student has already passed this test".
- If a student participated in the Virginia Grade Level Assessment (VGLA) instead of an SOL test, mark the test complete and assign Testing Status "12-VGLA".

Test Irregularity Situations

In the event of a test irregularity, you will receive specific instructions about how to handle the student record.

Before marking a test complete, please wait for a response from VDOE regarding the irregularity. In general, the following irregularities may require a test to be marked complete.

- If a student cheated on an online SOL test either before or after logging in to the test, mark the test complete and assign "Testing Status 07-Student Cheated".
- If a student is found to be disruptive or refuses to take/finish an online SOL test either before or after logging in to the test, mark the test complete and assign Testing Status "05-Refusal/Disruptive".
- If a student becomes ill after logging in to an online test **on the last day of your test window**, mark the test complete and assign Testing Status "04-Medical Emergency". Do not mark the test complete until it is known the student will not be returning to take an alternate form of the test during your test window.

While not all of the situations described require a Testing Status, the following table is provided to explain the options for completing Testing Status when indicating why a student did not take a specific test. (Any student who is enrolled at the time of testing but did not take the corresponding SOL test must be accounted for.) A student must be in Stopped status before a Testing Status is chosen. **It is strongly recommended that this field be completed only after all make-up testing has been finished.**

TESTING STATUS:	WHEN TO USE:	PROCEDURE TO FOLLOW:
01 - Absent	If the student was absent during the test session and all make-up sessions.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 01-Absent in the Testing Status field.
04 - Medical Emergency	If the student is unable to take the test during the entire test window due to a medical emergency.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 04-Medical Emergency in the Testing Status field.
05 - Refusal / Disruptive	If the student is too disruptive or refused to take the test (after filing a test irregularity).	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 05-Refusal/Disruptive in the Testing Status field.
07 - Student Cheated	If it is determined that a student cheated (after filing a test irregularity).	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 07-Student Cheated in the Testing Status field.
09 - Student has already passed this test.	If the student previously passed this test but is retaking the class/course.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 09-Student has already passed this test in the Testing Status field.
12 - VGLA	If the student is assessed through the Virginia Grade Level Assessment.	Click <i>Mark Test Complete</i> on the <u>Student Test Details</u> screen and select 12-VGLA in the Testing Status field.

IDENTIFY AND RESOLVE TESTING IRREGULARITIES

Examiners are to immediately report any testing irregularities to the STC who in turn reports them to the DDOT. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, 504 Management Plan, or *LEP SOL Participation Plan* are not provided
- a student is provided an accommodation that is not specified in the student's IEP, 504 Management Plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a network interruption prevents students from accessing the online test

Beginning this summer, testing irregularities must be entered into the Testing Irregularities Web Application System (TIWAS), which was developed by the VDOE to provide a more efficient and automated method for submitting and resolving testing irregularities.

The User's Guide will provide you with step-by-step instructions for how to access the TIWAS to report your testing irregularities. The User's Guide can be found at <http://www.doe.virginia.gov/VDOE/Assessment/TestIrregularity/>. On this site, you will also find information for training purposes including a PowerPoint presentation providing an overview of the system as well as specific information for accessing the training location.

The TIWAS can be accessed through the Single Sign-on for Web Application Systems (SSWS) provided by the VDOE. The web address for SSWS is as follows: <https://eb01.vak12ed.edu/ssws>

Access to the TIWAS must be given to the DDOT, STC, and any other appropriate personnel by the Account Manager in your division for the SSWS as directed by the DDOT. You may already have access to the SSWS for other applications and will need the Account Manager to add Testing Irregularities as an available application.

STCs have been instructed to follow the DDOT's directions in reporting testing irregularities. DDOTs may have them enter irregularities directly into the TIWAS or may have them submit the irregularities on the Test Irregularity Form (found in the paper/pencil DDOT manual). If irregularities are reported to the DDOT on the irregularity form, the DDOT will be responsible for entering them into TIWAS.

While DDOTs are encouraged to give STCs guidance in the proper way to resolve specific test irregularities, there may be times when DDOTs will need to submit an irregularity to the VDOE for resolution. When that is necessary, follow procedures for submitting test irregularities using the TIWAS system. This must occur within 24 hours of your receipt of an irregularity report from a school.

NOTE

Irregularity sessions should be created before online testing begins for each **subject**, not group, (for example, Algebra I Irregularities) at each school. If a student is unable to complete his/her SOL test after he/she begins, have the student **EXIT** from TestNav™. **Do not have the student click the SUBMIT button; this will submit his/her test for scoring.** Once the student has exited TestNav™, move that student in the online system from that session to the *Irregularities* session. The *Irregularities* session should **never be started**, nor should Student Authorization tickets ever be generated. Following this procedure will prevent incomplete tests from being scored. Further directions will be given after the *Test Irregularity Form* is submitted to VDOE.

When the student is authorized to take the alternate form online, the DDOT will receive specific directions regarding the method in which the alternate form is to be delivered. An alternate form can only be assigned by the DDOT via the online system. Refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for more information on assigning the alternate form.

ONLINE TEST SCORES AND REPORTS

Reports for online testing (<http://etest.pearson.com/customers/Virginia/vasol/reporting.htm>) are accessible only after equating has been completed. Please be sure to verify all demographic and test-specific information as well as address any irregularities or alerts before releasing the results to students and/or teachers.

Reports for the Web-based Assessments are generated either synchronously or asynchronously.

- **Synchronous** reports are generated as soon as you request them, and they open in a separate browser window on your workstation. Three reports are generated synchronously: 1) Expedited Retake Eligibility Report, 2) Online Group List Report, and 3) an individual Online Student Performance Report linked from the Online Group List Report.
- **Asynchronous** reports are generated during off-peak system hours, and completed reports are available in PDF format for viewing or download. All reports other than three synchronous reports listed above are generated asynchronously.

Refer to *Online Testing: Getting Your Online Test Scores* for specific information about the type and availability of the online reports. Any information on how to access and generate specific reports may be found in Section 6.0 of the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*. Adobe Acrobat Reader® is needed to view and print several reports. Acrobat Reader® can be downloaded and installed free of charge from <http://www.adobe.com/products/acrobat/readstep2.html>.

Once your division's Authorization to Proceed (ATP) is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change. All summary reports sent to divisions at Phase 2 will include the online data.

Reporting Screen



ONLINE STUDENT DATA ALERTS

This report may be requested at the school-level or division-level and will identify any alerts that need to be reconciled before printing any student-level or summary reports. DDOTs or STCs must resolve alerts before distributing any student-level reports. If your division has no online alerts, the alert report will state "There are no alerts at this time". To update student demographic information or test specific information when resolving alerts, follow the procedures in 3.0 and 4.0 of the eMeasurement™ *Services User's Guide for Virginia Standards of Learning Web-based Assessments*.

ELECTRONIC ONLINE PASS/FAIL DATA FILE

This asynchronous report will identify all students who have taken an SOL Web-based Assessment up until the time the report is requested. The report may be requested at the school level or the division level and provides select student-level data including student name, student number, group name, score, and proficiency level. The students will be sorted by School Name followed by Subject. Because the report is available as a .CSV (comma separated value) file, the information can be easily opened and sorted using a spreadsheet application. In addition, those students eligible for an Expedited Retake (students with scores of 375-399) will have an asterisk next to their name.

ONLINE GROUP LIST REPORT

This report will list your students' scores by subject, including Reporting Category scores, at the group level (lowest level of the hierarchy). The report may be generated synchronously by clicking *View on web* or asynchronously by clicking *Request printable PDF*.

The synchronous Online Group List Report (*View on web*) will allow users to view an individual Online Student Performance Report by clicking the student name. In addition, you can request a PDF version of the Online Group List Report by clicking the *Request PDF* button at the bottom of the screen.

ONLINE SCHOOL LIST REPORT

This asynchronous report will list your students' scores by subject, including Reporting Category scores, at the school level.

ONLINE DIVISION LIST REPORT

This asynchronous report will list your students' scores by subject, including Reporting Category scores, at the division level.

ONLINE STUDENT PERFORMANCE REPORT

These asynchronous reports may be requested at the group level or the school level. The school-level reports will display all online tests taken by a student (within a particular administration) this summer on one report. These reports are to be printed and placed in the students' cumulative folders. VDOE recommends that the Student Performance Reports be saved on a disk or CD ROM and stored in a secure location should the need arise in the future to view or print any of the reports.

This student level data is only accessible online; therefore, you must print your reports before the data is archived. Harcourt will not provide student level data for online students (except for the record labels that come with the summary reports). You will be notified of the archival date well in advance.

ONLINE REPORT TO PARENTS

This asynchronous report requested at the school level will display all online tests taken by a student (within a particular administration) this summer on one report. These reports are to be printed and mailed to the students' parents. VDOE recommends that the Report to Parents be saved on a disk or CD ROM and stored in a secure location should the need arise in the future to view or print any of the reports.

This student level data is only accessible online; therefore, you must print your reports before the data is archived. Harcourt will not provide student level data for online students (except for the record labels that come with the summary reports). You will be notified of the archival date well in advance.

INFORMATION STATEMENT FOR REPORT TO PARENTS

These PDF reports explain the contents of the group-level or school-level Report to Parents. You may print this page out separately and make the appropriate number of copies, or you may print/copy the information sheet on the back of the Report to Parents.

ELECTRONIC ONLINE STUDENT DATA FILE

Because the online student level test data is not included with your student level data received from Harcourt at Phase 1, a data file can be requested of your online student level data from Reporting. The request (per administration) will be processed asynchronously, and an email notification will be sent when the file is ready to be downloaded. This file may be requested as often as necessary; however, it is recommended that one final version be requested and saved after the ATP has been submitted.

Before importing your online data into your student information system, be sure to click *View File Record Layout* and make the appropriate adjustments to your import process. The online record layout matches the record layout contained on the Harcourt data CD ROMs with the addition of one field appended to the end of each record identifying that record as an online score.

NOTE

A final student-level electronic data CD ROM will be included with your Phase 2 Summary reports received from Harcourt. This final student-level CD will include both paper and online test records. It is recommended that divisions use the final student-level CD to import into your student information system or SOL tracking software.

SCHOOL SUMMARY REPORT

This asynchronous report will provide you with summary data at the school level and only contains the students who tested online. Phase 2 reports from Harcourt will contain all student test data (paper/pencil and online).

DIVISION SUMMARY REPORT

This asynchronous report will provide you with summary data at the division level and only contains the students who tested online. Phase 2 reports from Harcourt will contain all student test data (paper/pencil and online).

Online Testing: Getting Your Online Test Scores

The information below is a summary of the online reports available through the eMeasurement System. Results are available after the equating process has been completed. All forms this summer have been previously equated. Therefore, results will be available after a student has submitted his/her test. Please be sure to verify all demographic and test-specific information as well as address any irregularities or alerts before releasing the results to students and/or teachers.

Title	Type	Availability	Sort Order	File Type	Information
Online School Student Data Alerts	asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	PDF	Identifies online alerts to be addressed before printing reports and submitting ATP
Online Division Student Data Alerts	asynchronous ¹	Request placed in the continuous queue, processed in the order received	School/Last Name	PDF	Identifies online alerts to be addressed before printing reports and submitting ATP
Electronic Online Division Pass/Fail Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	School Name	CSV (Comma Separated Value)	Provides select student-level data including student name, student number, group name, score, and proficiency level
Electronic Online School Pass/Fail Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Subject	CSV (Comma Separated Value)	Provides select student-level data including student name, student number, group name, score and proficiency level
Online Group List Report <i>View on Web</i>	synchronous	Report generated in real-time and displayed in a separate browser window	Last Name	HTML	Lists students' total scores and Reporting Category scores at the group level Single-subject Student Performance Report available from this report
Online Group List Report <i>Request printable PDF</i>	asynchronous ¹	Request placed in continuous queue, processed in the order received	Last Name	PDF	Lists students' total scores and Reporting Category scores at the group level
Online School List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	PDF	For selected subject(s), lists students' total scores and Reporting Category scores at the school level

Title	Type	Availability	Sort Order	File Type	Information
Online Division List Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	School/Last Name	PDF	For selected subject(s), lists students' total scores and Reporting Category scores at the division level
Group-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name	PDF	Provides basic student demographic information and total and Reporting Category scores for one subject; report may be placed in students' cumulative folders
School-level Student Performance Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	PDF	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be placed in students' cumulative folders
School-level Report to Parents	asynchronous ¹	Request placed in off-hours queue, usually available the following day	Last Name/Subject	PDF	Provides basic student demographic information and total and Reporting Category scores for all subjects taken; recommended report to be mailed to parents
Electronic Online Student Data File	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	Text (Fixed Length)	Provides text file of all student-level data; import into spreadsheet, database, or other application for analysis
School Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	PDF	Provides a one-page summary at the school level
Division Summary Report	asynchronous ¹	Request placed in off-hours queue, usually available the following day	No specific sort order	PDF	Provides a one-page summary at the division level

¹All asynchronous reports are current as of the date and time they were generated. If any changes are made in Student Data Management or Test Session Management, a new report will need to be requested.

Online Reporting Checklist

Please follow the procedures listed below when accessing your online reports. For more information about each report, refer to the descriptions above.

(When you generate a synchronous report, the system may ask you to enter your Login ID and Password a second time.)

- ☐ View your Online Student Data Alerts. This report will identify any alerts that need to be addressed BEFORE your reports are printed.
- ☐ Resolve any alerts.
- ☐ Generate your Student Data Alerts Report again and verify that all alerts have been resolved. The alert report will state, "There are no alerts at this time" when all alerts have been resolved.
- ☐ View/request the Electronic Pass/Fail Data File and/or Online Group/School List Report
- ☐ Examine all student and test data (using either the pass/fail report or list report) making any corrections directly in the online administrative system.
- ☐ View/print the Student Performance Reports to be filed in the cumulative folders.
- ☐ View/print the Report to Parents to be mailed to students' parents.
- ☐ Print/copy the Report to Parents Information statement on the back of the Report to Parents.
- ☐ Save your Student Performance Reports and Report to Parents (on a diskette or CD ROM) and store them in a secure location in the event that a report is misplaced.
- ☐ Submit your division's ATP and request a final Electronic Online Student Data File of your online test results.

USER PROFILES

Due to the high stakes nature of the SOL Web-based Assessments, VDOE has established User Profiles for the STCs and Examiners. The DDOT is responsible for creating STCs in the division and assigning the appropriate authorizations at the designated times. The DDOT may also create the Examiners in the eMeasurement™ system or designate the STC to do so. The following pages identify the authorizations that each STC and Examiner should be given. Please refer to Summer 2005 Checklist for information about when to assign authorizations to the users. For more information about creating and editing users, refer to the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments*, Section 7.0.

NOTE

A user can assign an authorization to another user only if he/she already has that authorization. For example, if a user cannot access/view reports, then he/she cannot authorize another user to access/view reports.

Authorizations For School Test Coordinators

STCs are to be given access to the eMeasurement™ system at the school level. All tasks that an STC needs to complete for online testing can be accomplished with the authorizations shown on the next page. In addition, the STC's responsibilities for online testing are similar to those for paper/pencil testing. The Get Authorizations and Get Proctor Authorization Ticket rights should be assigned to STCs no earlier than 4 days prior to the test window start date. The STC may create the Examiners in their building.

Authorizations For Examiners

An Examiner's responsibilities during SOL testing should be limited allowing the Examiner to properly monitor the test environment. The User Profile-Examiner screen shot identifies the maximum rights that an Examiner should have in the eMeasurement™ system. Examiners should not have Student Data Management and Test Session Management authorizations concurrently. Rather, Edit Students (which is comparable to completing the demographic information on answer documents) should be removed before the test window start date and Edit Sessions and Create/Edit Read-Aloud Sessions (which will allow an Examiner to *Resume* a student who has exited from TestNav and complete test specific data) should be available during the test window only. Several divisions do not assign any authorizations to the Examiners as additional protection and security. If your schools are equipped with two-way communication, the Examiner's responsibilities during testing (resuming a student) could be controlled by the STC leaving the Examiner to monitor the test environment.

No users in the division should have the Get Authorizations and Get Proctor Authorization Ticket rights after the test window end date except the DDOT. **The DDOT must be sure to remove (at least) this authorization from all users on the last day of the division's test window.** In addition, once the data has been examined and the ATP has been submitted, all Student Data Management and Test Session Management authorizations should be removed from all users. The appropriate users may still have access to reports. VDOE will remove the DDOT's authorizations for Student Data Management and Test Session Management when the ATP is submitted.

To quickly view and change the authorizations for users in your division, use the *Search authorizations* feature available from the Security screen (<http://etest.pearson.com/customers/virginia/vasol/system.htm>). For more information on how to use the *Search authorizations* feature, refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 7.0. Please refer to the Summer 2005 Checklist for the timeframe for removing or granting access to your division users.

User Profile-School Test Coordinator

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY		Add/Edit Group
<input type="checkbox"/>	Division-Level Student Data Alerts	<input checked="" type="checkbox"/>	Add Students
<input type="checkbox"/>	School Summary Report	<input checked="" type="checkbox"/>	Edit Students
<input type="checkbox"/>	Division Summary Report	<input checked="" type="checkbox"/>	Remove Students
<input type="checkbox"/>	User Statistics - PEM USE ONLY		Student Upload
<input checked="" type="checkbox"/>	Online Group List Report		Setup Student Registrations
<input type="checkbox"/>	Online Division List Report	<input checked="" type="checkbox"/>	Add/Edit Group--Specified Level
<input checked="" type="checkbox"/>	School-level Student Performance Report		
	Download User Template		
<input type="checkbox"/>	Division-Level Pass/Fail Extract		
<input type="checkbox"/>	School-Level Pass/Fail Extract		
<input type="checkbox"/>	School-Level Student Data Alerts		
	User Upload		
	Download User Data		
<input checked="" type="checkbox"/>	School-level Report to Parents		
<input checked="" type="checkbox"/>	Group-Level Student Performance Report		
<input checked="" type="checkbox"/>	Online School List Report		
<input type="checkbox"/>	Electronic Online Student Data File		
Select	Test Session Management		
<input checked="" type="checkbox"/>	Create Sessions		
<input checked="" type="checkbox"/>	Edit Sessions		
<input checked="" type="checkbox"/>	Proctor Caching		
	Resume Upload With File		
	View Seal Codes		
<input checked="" type="checkbox"/>	Get Proctor Authorization Ticket		
	Assign Other Form Groups		
<input checked="" type="checkbox"/>	Create/Edit Read Aloud Sessions		
<input checked="" type="checkbox"/>	Assign Accommodation Form Group		
	Assign Alternate Form Groups		
<input checked="" type="checkbox"/>	Get Authorizations		
<input checked="" type="checkbox"/>	Mark Test Complete		
	Exclude Student from Reports		
Copy Authorizations			
Copy the selected entities authorizations to: All Copy			

Authorization given to
STC 4 days prior to test
window start date

User Profile-Examiner

Select	Reporting	Select	Student Data Management
<input type="checkbox"/>	Extract - PEM USE ONLY	<input type="checkbox"/>	Add/Edit Group
<input type="checkbox"/>	Division-Level Student Data Alerts	<input type="checkbox"/>	Add Students
<input type="checkbox"/>	School Summary Report	<input checked="" type="checkbox"/>	Edit Students
<input type="checkbox"/>	Division Summary Report	<input type="checkbox"/>	Remove Students
<input type="checkbox"/>	User Statistics - PEM USE ONLY	<input type="checkbox"/>	Student Upload
<input type="checkbox"/>	Online Group List Report	<input type="checkbox"/>	Setup Student Registrations
<input type="checkbox"/>	Online Division List Report	<input type="checkbox"/>	Add/Edit Group--Specified Level
<input type="checkbox"/>	School-level Student Performance Report		
<input type="checkbox"/>	Download User Template		
<input type="checkbox"/>	Division-Level Pass/Fail Extract		
<input type="checkbox"/>	School-Level Pass/Fail Extract		
<input type="checkbox"/>	School-Level Student Data Alerts		
<input type="checkbox"/>	User Upload		
<input type="checkbox"/>	Download User Data		
<input type="checkbox"/>	School-level Report to Parents		
<input type="checkbox"/>	Group-Level Student Performance Report		
<input type="checkbox"/>	Online School List Report		
<input type="checkbox"/>	Electronic Online Student Data File		

Authorization given to Examiner before test window start date only

Select	Test Session Management
<input type="checkbox"/>	Create Sessions
<input checked="" type="checkbox"/>	Edit Sessions
<input type="checkbox"/>	Proctor Caching
<input type="checkbox"/>	Resume Upload With File
<input type="checkbox"/>	View Seal Codes
<input type="checkbox"/>	Get Proctor Authorization Ticket
<input type="checkbox"/>	Assign Other Form Groups
<input checked="" type="checkbox"/>	Create/Edit Read Aloud Sessions
<input type="checkbox"/>	Assign Accommodation Form Group
<input type="checkbox"/>	Assign Alternate Form Groups
<input type="checkbox"/>	Get Authorizations
<input type="checkbox"/>	Mark Test Complete
<input type="checkbox"/>	Exclude Student from Reports

Authorization given to Examiner during test window only

Copy Authorizations	
Copy the selected entities authorizations to:	<input type="button" value="All"/> <input type="button" value="Copy"/>

EARLY WARNING SYSTEM

In the event that a student loses connection to the Internet during a test and is unable to transmit the responses to the questions, PEM has developed an early warning detection system to prevent the student from losing those responses. The Session Roster contains a Status field that will allow an administrator to view when a student has "Started", "Exited", and "Stopped" a test. However, if a student loses connection to the Internet, TestNav™ cannot communicate with Test Session Management. Therefore, the student will still appear as "Started" in the Status field.

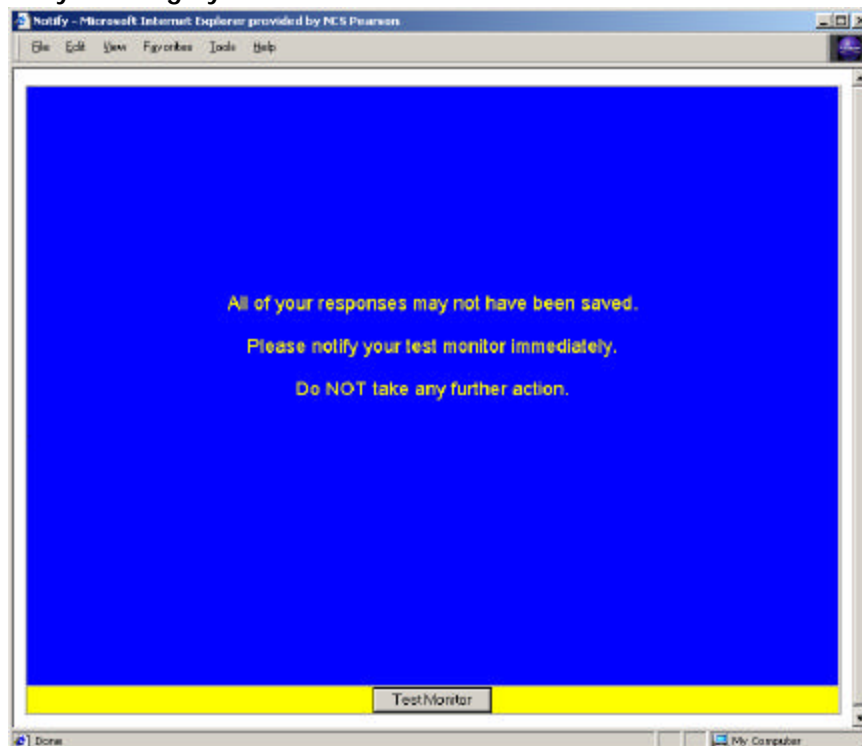
If the workstation has lost connection to the Internet, TestNav™ will notify the student that responses are not being transmitted to the PEM server. The following procedures should be followed if this occurs:

1. The TestNav™ client reaches a threshold where notification is required.
2. TestNav™ notifies the student that responses may not be saved.
3. The student notifies the Examiner as instructed on the screen.
4. The Examiner clicks on the *Test Monitor* button.
5. The Examiner then prints or records the student responses.
6. The Examiner can then determine to *Exit TestNav* and resume the student on another workstation or *Continue Testing* if he/she believes the problem is short lived.
7. If the Examiner exits TestNav™, then the student will be resumed in Test Session Management and re-launch TestNav™ on the same or different workstation.
8. The student would resume testing and re-enter any unsaved responses in TestNav™.

NOTE

The student is notified of the failure to transmit (not the Examiner). **If the student ignores the notification, the responses may be lost.**

Early Warning System-First Notification*



The above screen shot shows the first notification to the student that the system is unable to save the responses. The student must notify the Examiner of this situation. This screen is raised in the following circumstances:

1. TestNav™ has tried three consecutive times to transmit a response and was not successful.
2. TestNav client fails to fetch an item file after three consecutive attempts.
3. TestNav™ has not received a confirmation of a successful or unsuccessful transmission in 180 seconds while the student is testing.
4. The TestNav client has not received a confirmation of a successful or unsuccessful transmission of responses within 30 seconds of the student:
 - a. submitting the test, or
 - b. exiting the test (either intentionally or by a security breach).

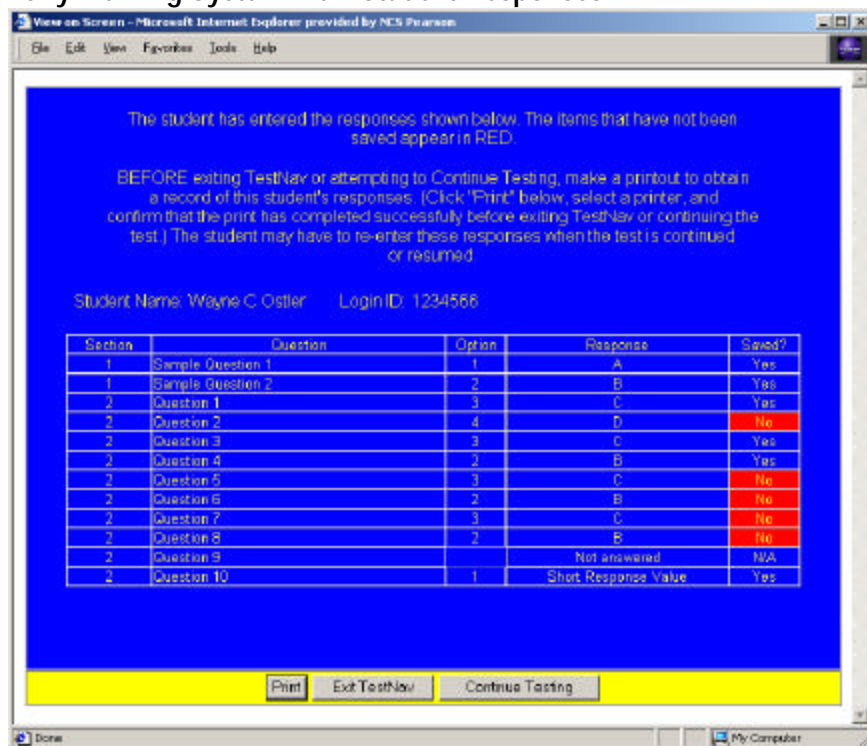
The default timeouts specified in #3 and #4 can be modified. The default values should not be changed unless you are experiencing *repeated* transmission difficulties. The Project Manager for the Virginia Web-based SOL Technology Initiative must contact eSOL (ESOL@doe.virginia.gov) before changing the default values.

Timeout defaults are changed by modifying the values in the TestNav *proxysettings.properties* file. This file is located in the TestNav folder in the directory where TestNav is installed. Double click the *proxysettings.properties* file to open.

- The 180-second timeout (#3) can be adjusted by editing the "TestingTimeout=180" default setting.
- The 30-second timeout (#4) can be adjusted by editing the "SubmitTimeout=30" default setting.

Timeout values must be specified in seconds (minimum of 0 seconds; maximum of 300 seconds). Any setting greater than 300 seconds will default to 300 seconds.

Early Warning System-View Student Responses*



The table displayed in the screen shot above will show all the current responses the student has made for all questions on the test. It is important to note that the saved column indicates which responses have been transmitted. The responses that have not been saved may not necessarily be in consecutive rows if the student has navigated backwards or with item review to change values. From this screen, the Examiner may choose to print the responses if there is an attached printer. If there is not a printer available, the Examiner must record the response values manually on paper. The Examiner should verify the accuracy of the transcription of answers; VDOE recommends that a second adult confirm the answers along with the student.

*These screen shots are mock-ups. The actual screens may vary slightly.

MISCELLANEOUS

Test Administration Audits

There is no plan to conduct any audits of the online tests during the Summer 2005 Test Administration. If an audit is scheduled for a date during which online testing is occurring, the auditor should NOT be allowed to observe the online testing session.

Optional Scoring Services

Optional Scoring Services (OSS) for the SOL tests are available through Harcourt for an additional fee. The OSS order form allows divisions to order optional, additional reports and data files. These scoring services were designed for the paper/pencil processing system.

Any student-level optional reporting service processed at Phase 1 will only contain paper/pencil scores. Any summary-level optional reporting services processed at Phase 2 will contain both paper/pencil and online records as the online data is merged with the paper/pencil data before Phase 2 reports are run.

Re-rostered reports for the SOL tests will include the online records provided that the Local Use #2 field contains data utilized by Harcourt. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter leading zeros in front of the number so that your local code can be utilized by Harcourt. While the online system will accept alpha and numeric numbers, **you should only enter 4 numbers in this field**. If more than four numbers are entered, the field will be truncated to the first 4 numbers when the data is extracted and sent to Harcourt. If the school code entered does not match the Harcourt records (the building code in the division), the service requested will not be possible. In addition, the Re-rostering service will not be completed if the Optional Scoring Services Order Form received with your paper/pencil testing materials is not submitted with the applicable service selected.

At this time, the Class-Level Reports service is not available for the online student data. However, if you are interested in locally merging and/or sorting the online and paper student data electronically by teacher or group, be sure that the naming convention used for the field Group Name in your Student Data Upload file or the Group added to the hierarchy when hand-entering students matches the Teacher, Counselor, or Group Name section on side 2 of the Scoring Service Identification (SSID) Sheet. (The SSID Sheet has a character limit of 20 for the Teacher, Counselor, or Group Name section.) This will enable your division to locally combine the paper/pencil and online student data electronically. If you have any questions, please contact the eSOL team.

PRE-LOADING STUDENT DATA

For the Summer 2005 Administration, there are two options for pre-loading the student data into the online testing system. The DDOT should review the options below and identify the most efficient method for the division. Assistance needed from individual schools will be directed by the DDOT.

Student Data Upload Process

The following information is an excerpt from the Student Data Upload File Requirements for summer 2005. The complete Student Data Upload File Requirements may be found at http://etest.pearson.com/customers/virginia/Summer2005StudentDataUploadFileRequirements_05_25_05_ejk.pdf

Until further notice, divisions must email their student data files to PEM to be loaded into the eMeasurement System. Division files should be sent to **Va_online@pearson.com**. **Please indicate eSOL and the Division Name in the subject line of the email.**

The Student Data Upload process requires a student data file in a comma separated values format (.csv file extension) with no header row.

If you are using the Microsoft® Excel template to prepare your data (available at <http://etest.pearson.com/customers/virginia/StudentDataUploadTemplate.xls>), you should first save a copy of that file in the Microsoft Excel format (.xls). You should make all updates/corrections in the Microsoft Excel file. Then remove the header row and save the Microsoft Excel file as a .csv file. To remove the header row from the Excel template and save the file as a .csv file prior to submitting use the following steps:

To delete header row:

- 1) Click on row header "1" which will highlight the entire row.
- 2) Click Edit from the menu bar and then Delete. (Do not use the Delete key, this only clears data. It does not delete the entire row.)
- 3) The header row will disappear.

To save as .csv file:

- 1) Click File from the menu bar and then Save As....
- 2) Click the Save in drop-down menu and locate the directory in which your file is saved.
- 3) Update File name: using the convention below or something meaningful to your division.
- 4) Click the Save as type drop-down menu and choose the "CSV (Comma delimited)" format.
- 5) Click Save. You will notice that the file extension now reads .csv.

The data must be provided in the order and format described in this document. The following naming convention is recommended for your electronic file: **TTYDDDD** where **TT** refers to the test administration (SU=Summer), **YY** refers to the year (YY=05), and **DDD** refers to your 3-digit division code. (This test administration is referred to as the Summer 2005 Test Administration; therefore the TTY in the file name would be SU05.)

Once the student data file has been prepared, the file should be emailed to Va_online@pearson.com

After the user emails the file, a pre-processing step will occur at PEM to validate the records and check for errors. The pre-processing validation step will occur within 24-36 hours (during the business week) of receiving the file. If the pre-processing validation step finds errors in the submitted data file, an email will be sent with a log file (errors) attached to the user indicating that there are errors. Once the needed corrections have been made in the data file, the entire file must be resubmitted via email to Va_online@pearson.com. Once the file passes the validation step

without errors it will be loaded into the database. After the file has been loaded into the database an email will be sent to the user indicating that the file has been successfully loaded.

Submit a separate student record for each online SOL test administered. For example, if a student is taking Earth Science and Algebra I, that student needs two records in the Student Data Upload file, one for Earth Science and a second for Algebra I.

Changes can be made after the data file has been loaded into the eMeasurement Services system, but any changes will have to be made individually to each student record via the Student Data Management link from the Virginia Standards of Learning Web-based Assessments website, <http://etest.pearson.com/customers/Virginia/vasol/index.htm>. (Student Data Management tasks require an administrative user login to access.)

While not all student data fields are required to be entered prior to testing, school divisions are encouraged to include as many fields as possible in the uploaded student data file in order to avoid making individual student record changes at a later time.

Hand-entering Data

If a small number of students will be tested in the summer, you may hand-enter the students into the online system. First, you must add one or more groups to your hierarchy under each subject. Then add students to each group as needed. Refer to eMeasurement™ Services *User Guide for Virginia Standards of Learning Web-based Assessments*, Section 3.0, for instructions on how to add groups and students in to the online testing system.

AUTHORIZATION TO PROCEED

The Authorization to Proceed (ATP) is a document sent to you from Harcourt with your Phase 1 paper/pencil reports. A copy of the ATP forms is also available on the following pages. This documents should only be submitted to VDOE by the DDOT when **all** records (paper/pencil and online including Expedited Retakes for EOC testing) have been reviewed and updated. Once your division's ATP is sent to VDOE, the online records are extracted and sent to Harcourt for inclusion in the Phase 2 summary reports. After the data is extracted, changes (student demographics or test specific) made in the eMeasurement™ system will not be reflected in your Phase 2 reports or the state-level data. Therefore, any changes after this time will require a record change.

To confirm that your school division's results from the SOL Non-Writing tests are ready to be summarized, please complete the appropriate *Authorization to Proceed* form on the next pages according to the following information. **Immediate attention is critical**—your school division cannot receive its summary reports until this step of the process is completed, and state reports cannot be run until all school divisions' summary reports have been processed. Please fax the completed form to the Division of Assessment and Reporting at (804) 371-8978 **no later than October 28, 2005**

Do not submit an ATP until you have received/viewed *Student Performance Reports, Reports to Parents, School List Reports*, and electronic student data records for the SOL test administration. If you participated in online testing, you must also view the Student Data Alerts report available through the eMeasurement™ administrative system. Because incorrect coding of certain demographic information could affect interpretation of a student's test results, please review the reports for errors such as those described below.

- Correct ethnicity; add or delete retest, recovery, add or delete modified standard diploma (paper only)
- Remove student from one school list report and add to correct school
- DNA ("did not attempt") is displayed although school records show that the student was tested
- A score of "0" is displayed, but there is no record that the student refused to take the test or was disruptive (05), or that the student cheated (07)
- A note that "The student took a shortened form of the test" is displayed even though the student was not administered a Braille or large-print form of the test (paper only)
- A note that "The student had a non-standard accommodation in this content area" is displayed even though there is no record that the student took the test with a non-standard accommodation
- Add or delete LEP code, transfer, alternate assessment, AYP adjustment, Economically Disadvantaged code

Corrections of these kinds of errors may be made using the *Record Change Request* form for paper/pencil. Record changes for the online administration should be made directly in the eMeasurement administrative system **BEFORE** submitting the *Authorization to Proceed*. It is important that record changes be executed prior to the running of the summary information. We will move to the production of your summary reports as soon as you indicate to us, by faxing the completed *Authorization to Proceed* form, which of the following conditions has been met:

- There are no record changes required for the following SOL test administrations in your school division; the Scoring Center may move immediately to summary status:
 - **paper** SOL test administration
 - **online** SOL test administration(s)
 - **paper and online Expedited Retake** SOL test administration (EOC only)

OR

- Record changes for the paper/pencil administration are required and enclosed; once processed, the Scoring Center may move to summary status

We will forward your *Authorization to Proceed* (and, if necessary, *Record Change Requests*) to Harcourt immediately upon receipt in our office. If you have questions, please do not hesitate to call the Division of Assessment and Reporting at (804) 225-2102. We appreciate your help in bringing this SOL test administration to closure.

IMPORTANT: Information in the score reports unrelated to interpretation of student results is not included in this "clean up." **The information listed below may not be edited via the record change process***, though your school division may make corrections as necessary on printed reports and/or in any electronic files:

- Student Name*
- Student Number*
- Gender*
- Date-of-Birth*
- Teacher Name
- School Name

*The divisions that administered online assessments **may** change these fields in Student Data Management prior to submitting your ATP. Any changes made after your ATP has been submitted will **not** be reflected in your summary reports.

Virginia

Standards of Learning Assessments

AUTHORIZATION TO PROCEED TO SOL
SUMMARY REPORTING

Summer 2005
End-of-Course (Non-Writing) Tests

TO: *Virginia Department of Education
Division of Assessment and Reporting*

FAX NO: (804) 371-8978

No. Pages: _____
(including any Record Changes)

DIVISION AUTHORIZATION TO PROCEED (ATP)

DDOT, please check below as required:

☐ There are no record change requests for the following SOL test administrations in this school division. Proceed to the printing of summary reports.

- **paper** SOL test administration
- **online** SOL test administration(s)
- **paper and online Expedited Retake** SOL test administration

Please check the online administrations in which you participated:

- ☐ Summer 2005 EOC Administration
☐ Summer 2005 EOC Expedited Retake Administration

☐ Enclosed are _____ record changes (for the paper/pencil administration) for this school division. Once these record changes have been made, proceed to the printing of summary reports.

DIVISION:

Division name (please print or type)

**DIVISION
SUPERINTENDENT:**

Signature, Division Superintendent

DATE:

NOTE: Return this form by fax to the Department of Education at (804) 371-8978 no later than October 28, 2005. DO NOT SEND THIS FORM TO HARCOURT.

FORMS MATRIX

For sampling purposes, divisions have been identified as Plan A and Plan B for the Summer 2005 EOC test administrations. The online forms your division administers are based on one of these designations. The different forms matrices can be found on the following pages. **All divisions will receive the forms listed on the Plan A matrix except for the divisions listed below as Plan B.** The online forms matrix shows the available forms for the online administration. Shaded gray areas in the matrix represent areas where no online forms are available. All forms for the summer administration have been previously equated.

As online test sessions are created, the eMeasurement System will automatically assign the forms listed in the matrix based on the specific Test Administration you select in Session Management. Assigning the correct alternate or accommodation form to an individual student also will require identifying the correct Test Administration and then selecting the appropriate Form Group on the Student Test Detail screen. Please refer to Section 4.0 in the eMeasurement™ Services *User's Guide for Virginia Standards of Learning Web-based Assessments* for instructions on how to assign the alternate or accommodation forms. Alternate forms should only be assigned by a DDOT if instructed to do so by VDOE.

PLAN B

001 ACCOMACK CO
010 BEDFORD CO
016 CAMPBELL CO
017 CAROLINE CO
037 GOOCHLAND CO
046 ISLE OF WIGHT CO
051 LANCASTER CO
057 MATHEWS CO
058 MECKLENBURG CO
060 MONTGOMERY CO
065 NORTHAMPTON CO
072 POWHATAN CO
073 PRINCE EDWARD CO
089 STAFFORD CO
091 SUSSEX CO
093 WARREN CO
109 FALLS CHURCH CITY
112 HAMPTON CITY
117 NEWPORT NEWS CITY
118 NORFOLK CITY
136 CHESAPEAKE CITY
142 POQUOSON CITY
143 MANASSAS CITY

Online Forms Matrix-Plan A

Subject	Subject Code	Summer 2005 EOC Administration June 20, 2005-August 26, 2005						Summer 2005 EOC Expedited Retake Administration June 20, 2005-September 30, 2005		
		MAIN	ALTERNATE	AUDIO	AUDIO ALTERNATE	READ-ALOUD	READ-ALOUD ALTERNATE	MAIN	AUDIO	READ-ALOUD
English: Reading	001	1W08S	1W08K	1W08SA	1K08TA	1W08S	1W08K	1K09T	1J08PA	1K09T
Algebra I	020	1W07R	1W07J	1W07RA	1K07RA	1W07R	1W07J	1K08R	1J07MA	1K08R
Geometry	021	1W27R	1W27J	1W27RA	1K27RA	1W27R	1W27J	1K28R	1K27RA ²	1K28R
Algebra II	022	1W47R	1W47J	1W47RA	1K47RA	1W47R	1W47J	1K48R	1J47MA	1K48R
VA & US History (2001)	023	1W67R	1W67J	1W67RA	1K67RA	1W67R	1W67J	1K68R	1K67RA ²	1K68R
World History I (2001)	024	1W87R	1W87J	1W87RA	1K87RA	1W87R	1W87J	1K88R	1K87RA ²	1K88R
World History II (2001)	025	1W07T	*1W07K	1W07TA	1K07SA	1W07T	1W07K	1K08S	1K07SA ²	1K08S
World Geography (2001)	029	1W27T	*1W27K	1W27TA	1K27SA	1W27T	1W27K	1K28S	1K27SA ²	1K28S
Biology	014	1W47T	1W47K	1W47TA	1K47SA	1W47T	1W47K	1K48S	1J47NA	1K48S
Earth Science	013	1W67T	1W67K	1W67TA	1K67SA	1W67T	1W67K	1K68S	1J67N-CA ¹	1K68S
Chemistry	015	1W87T	*1W87K	1W87TA	1K87SA	1W87T	*1W87K	1K88S	1J87NA	1K88S
VA & US History (1995)	010	1F67R	1B67R			1F67R	1B67R	1B67R ²		1B67R ²
World History I (1995)	011	1F87R	1B87R			1F87R	1B87R	1B87R ²		1B87R ²
World History II (1995)	012	1F07S	1B07S			1F07S	1B07S	1B07S ²		1B07S ²
World Geography (1995)	017	1F27S ³				1F27S ³				

¹ This form contained an incorrect item which has now been corrected. All answers for the item will be scored as correct. Therefore, this form will have a one-day delay for scoring.

² This form is also an alternate form in the Summer 2005 EOC Administration. If the student took the alternate form online in the Summer 2005 EOC Administration due to an irregularity, he/she may NOT take the Expedited Retake form online.

³ An alternate form is NOT available online. Any students requiring the alternate form will have to be given a paper form.

*This form is different than what is being offered via paper.

Online Forms Matrix-Plan B

Subject	Subject Code	Summer 2005 EOC Administration June 20, 2005-August 26, 2005						Summer 2005 EOC Expedited Retake Administration June 20, 2005-September 30, 2005		
		MAIN	ALTERNATE	AUDIO	AUDIO ALTERNATE	READ-ALoud	READ-ALoud ALTERNATE	MAIN	AUDIO	READ-ALoud
English: Reading	001	1W08K	1W08S	1W08SA	1K08TA	1W08S	1W08K	1K09T	1J08PA	1K09T
Algebra I	020	1W07J	1W07R	1W07RA	1K07RA	1W07R	1W07J	1K08R	1J07MA	1K08R
Geometry	021	1W27J	1W27R	1W27RA	1K27RA	1W27R	1W27J	1K28R	1K27RA ²	1K28R
Algebra II	022	1W47J	1W47R	1W47RA	1K47RA	1W47R	1W47J	1K48R	1J47MA	1K48R
VA & US History (2001)	023	1W67J	1W67R	1W67RA	1K67RA	1W67R	1W67J	1K68R	1K67RA ²	1K68R
World History I (2001)	024	1W87J	1W87R	1W87RA	1K87RA	1W87R	1W87J	1K88R	1K87RA ²	1K88R
World History II (2001)	025	*1W07K	1W07T	1W07TA	1K07SA	1W07T	1W07K	1K08S	1K07SA ²	1K08S
World Geography (2001)	029	*1W27K	1W27T	1W27TA	1K27SA	1W27T	1W27K	1K28S	1K27SA ²	1K28S
Biology	014	1W47K	1W47T	1W47TA	1K47SA	1W47T	1W47K	1K48S	1J47NA	1K48S
Earth Science	013	1W67K	1W67T	1W67TA	1K67SA	1W67T	1W67K	1K68S	1J67N-CA ¹	1K68S
Chemistry	015	*1W87K	1W87T	1W87TA	1K87SA	1W87T	*1W87K	1K88S	1J87NA	1K88S
VA & US History (1995)	010	1B67R	1F67R			1F67R	1B67R	1F67R ²		
World History I (1995)	011	1B87R	1F87R			1F87R	1B87R	1F87R ²		
World History II (1995)	012	1B07S	1F07S			1F07S	1B07S	1F07S ²		
World Geography (1995)	017	1F27S ³			1F27S ³					

¹ This form contained an incorrect item which has now been corrected. All answers for the item will be scored as correct. Therefore, this form will have a one-day delay for scoring.

² This form is also an alternate form in the Summer 2005 EOC Administration. If the student took the alternate form online in the Summer 2005 EOC Administration due to an irregularity, he/she may NOT take the Expedited Retake form online.

³ An alternate form is NOT available online. Any students requiring the alternate form will have to be given a paper form.

*This form is different than what is being offered via paper.

ONLINE TESTING CONTACT INFORMATION

Virginia Department of Education

The eSOL Team

ESOL@mail.vak12ed.edu

Sarah Susbury
Project Manager
804-786-5823
Sarah.Susbury@doe.virginia.gov

Ellen Guidry
Assessment Specialist
804-225-4386
Ellen.Guidry@doe.virginia.gov

Kevin McClintock
Assessment Specialist
804-225-2998
Kevin.McClintock@doe.virginia.gov

Division of Assessment and Reporting

804-225-2102
darfax@doe.virginia.gov

Pearson Educational Measurement

PEM Help Desk

1-888-597-1103 (Monday through Friday, 7:00 AM to 6:00 PM, Eastern Time)
eMeasurement_Services@pearson.com

The Virginia Web-based Programs Team

1-800-627-7990 State Code 846
va_online@pearson.com

Kim Carson
Program Manager (All Web-based Virginia Programs)

Tracey Oehler
Sr. Project Manager (Primary Responsibility: eSOL and ePAT)

Lee Abel-Lenzen
Project Manager (Primary Responsibility: VFT and VGLA)